

INTERNATIONAL  
YEARBOOK  
OF EDUCATION  
1948

EDUCATIONAL DEVELOPMENTS

Argentina, Australia, Austria, Belgium, Bolivia,  
Bulgaria, Burma, Canada, Ceylon, Chile, China,  
Colombia, Costa Rica, Czechoslovakia, Dominican  
Republic, Ecuador, Egypt, Finland, France, Greece,  
Holland, Hungary, India, Iran, Iraq, Ireland,  
Italy, Luxemburg, New-Zealand, Norway, Pakistan,  
Philippines, Poland, Portugal, Salvador, Sweden,  
Switzerland, Syria, Turkey, Union of South Africa,  
United Kingdom, United States, Uruguay.

## FOREWORD

This is the tenth number of the International Yearbook of Education.

Like its predecessors, it contains the reports on educational developments in the past school year, presented to the XIth International Conference on Public Education convened in Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education. It also includes other reports received direct from the Ministries of Education.

A general survey of the most interesting features of the School Year 1947-1948 precedes the text of the reports.

We would warmly thank the Ministries of Education and the individual authors for the documents they have so kindly supplied, and all those who have helped in the preparing and publication of this volume.

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## EDUCATIONAL DEVELOPMENTS

IN 1947-1948

*School Administration: Administration and Control, Education Budgets, School Buildings — Primary Education: School Density, Prolongation of Schooling, Pre-School Education, Primary Methods and Curricula — Secondary Education: Growth in Size and Number of Schools, Structural Reforms in Secondary Education, Curricula Methods and Examinations — Vocational Education: Structural Reforms, Increase of this Education, Curricula and Methods — Higher Education — Teaching Staff: Shortage of Teachers, Training and Professional Improvement of Teachers — Teachers' Standards of Living.*

In the volumes of the Yearbook published before the war, the reports from the different countries were preceded by a general statement intended to call attention to the most striking features characteristic of the educational developments during the past school year.

We have deemed it useful to revive this tradition, although we realize how difficult or well-nigh impossible it is to condense into a few pages the principal events of an educational nature which have taken place within a period of twelve months.

Our aim is not to draw up an inventory, or even a summary, of experiences in the school world, but rather to bring into prominence—by citing examples from the mass of reports received from the various countries—a few of the concrete problems for which an adequate solution is being sought almost everywhere.

Neither is there any question of considering in this short summary all the categories of problems treated in the national reports reproduced in this volume.

Without underrating the importance of the other questions, we have confined ourselves to those having a more general bearing and which concern school administration and organisation in particular; also to structural reforms, and those dealing with curricula and teaching methods at the various levels of education; and to the professional training and living conditions of teachers.

However circumscribed this preliminary survey may be, we hope that it will be of some use, even if it does no more than draw attention, through its review of the variations in each country, to the universality of educational problems at the present time.

## SCHOOL ADMINISTRATION

### ADMINISTRATION AND CONTROL

To indicate well defined and distinct trends in connection with school administration is less easy than for any other aspect of education. Nevertheless, it is possible to note a regrouping of small administrative units, new evidence of the State's influence on education, a certain modernisation of the administrative machinery and the adaptation of control measures to the new conditions of school work.

The report from the *United States* mentions the advantages obtained by a regrouping of small isolated areas of school organisation by welding them into larger ones capable of providing economically all of the educational services consonant with the needs of the present day. Among other things this regrouping has led to improved administrative services, co-ordination between the several types of schools within the enlarged district, medical and dental services, vocational training and work experiences, etc.

In *Canada*, the reorganisation of school administration, which began some years ago, continues throughout the country. Thus in New Brunswick, the former 1350 administrative school units have been reduced to 37, embracing the 15 counties and the 22 urban centres. In British Columbia, the 650 school districts have been abolished and replaced by 75 large administrative areas, plus 15 small rural unattached school districts, each unit being under a single school board.

In *Australia*, the increase of population in certain areas has given rise to a demand for some measure of local control. This has resulted in an experiment in decentralisation in New South Wales where the Murrumbidgee Area Directorate of Education has been established embracing 300 schools and 16,000 children. As this is the first experiment of its kind, it is being watched with close interest by other States of Australia as well as New South Wales.

An important experiment in decentralization is taking place in *New Zealand* where a large measure of control has been granted to the Auckland Education district, which comprises about a third of the school population of the Dominion.

The same thing is happening in *Sweden* where the Board of Education has recently suggested that many questions which are now decided by the Ministry should be left entirely in the hands of the Board, and certain questions decided by the Board should be passed over to the headmasters, etc.



*Uruguay's* system of education allows almost complete autonomy to its various sections. Backed by public opinion, a committee is now studying the possibility of adjusting and co-ordinating the different grades.

With regard to the growing influence of the State in educational matters, mention should be made of the control of denominational schools in *Hungary*, which was enacted by the school law of 1948.

In *Czechoslovakia*, the new school legislation due to come into force at the beginning of the school year 1948-1949, decrees that all schools are now dependent on the State and that other teaching establishments (with certain exceptions to be fixed by law) are not entitled to call themselves schools.

In *Poland*, State infant schools and those organised by local authorities represented 40% of the total number of such schools in 1937-1938. The same category of schools represented 75% in the year 1947-1948.

Since certain communes in *Belgium* are finding the financial burden of organising and maintaining secondary schools too great, there is a tendency for the State to take control of these educational establishments.

Contrary to the tendency towards State control, the report from *Holland* indicates a movement in support of complete financial equality between public and denominational education, not only at the elementary stage—where it exists already—but also for secondary schools, teachers' training colleges and university education.

Article 33 of the Constitution of the *Italian Republic* regulates the legal status of schools established by agencies other than the Government. Organisations and individuals are assured full liberty of action within the limits prescribed by the law, and full equality in the value of the studies, so long as there is no subsidy involved on the part of the State. The State, however, reserves the right to be responsible for the entrance and leaving examinations of such schools.

As regards the actual structure of school administration, it should be mentioned that in *Argentina* a Secretariat of Education has been established, independent of the Ministry of Justice and with the same prerogatives as a Ministry. A Corporative Board of Private Education has also been established.

In *Costa Rica*, the new Constitution of 8th May, 1947, makes provision for the replacement of the Secretariat of Education by a Ministry of the same name. The latter is divided into various departments and includes a Technical Board of Education.

The sections of the Ministry of Education in *Colombia* have been transformed into departments which, in turn, are now divided into sections. In the new administrative machinery may be noted the section for the campaign against illiteracy, and the three sections

dealing respectively with the curricula of primary, secondary and normal schools.

The report from *Ecuador* mentions that a course in school administration has been instituted as an annex to the "Juan Montalvo" urban normal school, at Quito.

In *Italy*, the number of officials engaged in public education was increased by a legislative decree of 27th March, 1948.

Several reports allude to the changes in the system of control of education.

The report of the *United States* indicates considerable progress in this connection. In the first place there is a noticeable tendency for what might be called the democratization of the elementary school principalship. School superintendents, believing that their primary function is to provide group guidance and leadership rather than to give orders, are tending to delegate increasing responsibility to principals who, in turn, are increasingly sharing their responsibilities with teachers, parents, and even pupils. A second notable development is further improvement of rural school supervision.

In *Holland* too, a search is being made for new governing bodies for schools which, while preserving the fundamental idea of the State school, will be more directly interested in the schools than are the present governing bodies.

The report from *Austria* mentions that the appointment of several kindergarten women inspectors has made better educational control of these institutions possible.

In *Sweden*, superintendent teachers for elementary schools are elected more frequently than before. In school districts with at least 10 teachers it is now compulsory to appoint a superintendent.

In *New Zealand*, the question of control of the pre-school services is still under discussion.

## EDUCATION BUDGETS

It is often said that money is the sinews of war. One should not forget, however, that it is also the sinews of education, and that the quantitative and qualitative development of education demands a constant increase in the amounts set aside for its needs, an increase which should be even more important since the critical period in the extension of schooling coincides with a decrease in the purchasing power of different moneys and with a rise in the cost of living.

According to the report from the *United States*, more than three-fourths of the States have substantially increased their appropriations for education. In addition, many States have made significant

improvement in their procedures for allotting State money to schools. Despite these increases, the needs are ever growing in intensity. The U.S. Office of Education estimates that eleven billion dollars must be spent to modernise and expand the educational plant.

The estimates of the Ministry of Education for *England and Wales* for the 1948 financial year amount to £162 million and show a substantial increase over the estimates for any previous year. This large increase is chiefly due to progress in carrying out the Education Act of 1944 at a time when the cost of goods and services has risen enormously.

The expenses estimated by the budget of the Ministry of Education for *Italy* for the period 1st January, 1948 to 30th June, 1949, total 89 milliard lire, or almost twice the amount estimated for the year 1947-1948, an increase which will represent 10% of the total budget.

In *Sweden*, the expenses for primary education rose from 194 millions of Swedish crowns in 1946-1947 to 218 millions in 1947-1948; while expenses for secondary education increased from 55 to 78 millions.

In *Bulgaria*, the budget of the Ministry of Education is treble what it was 5 years ago: 5 milliards levass in 1948 compared with 1,733 millions in 1943. Actually the education budget now ranks second in relation to the budgets of the other Ministries.

The education budget for 1948 in *Salvador* has been trebled. The amounts now devoted to culture and education represent 13.5% of the State's general budget.

In *Uruguay*, the estimates for secondary education in particular have shown a marked increase.

In comparison with that of last year, the education budget for *Iran* has increased by more than 140 million rials.

### SCHOOL BUILDINGS

In reviewing the reports sent by the Ministries of Education, one cannot help noticing that one of the biggest items in the education budgets is that of school buildings. This is due to the fact that even in the countries which were not devastated by the war, there is an acute shortage of accommodation for educational purposes, due partly to the quantitative increase in schools and school attendance and partly to the restrictions imposed on building and repairs since 1939.

Thus the extensive programme of educational building in *England and Wales* cost £32 million sterling for the year 1947 alone. This is equivalent to the highest yearly rate achieved between the two wars.

In *Czechoslovakia*, the Institute of Educational Research in Prague has surveyed the conditions of school buildings in Bohemia and Moravia: their age, value, type, situation and accommodation, etc. The results of this survey have shown that 4,800 new school buildings are necessary, and that this will cost the country 60 milliard Czechoslovak crowns. Work has begun on some 375 new buildings during 1948. Plans for model schools of various types have been established.

In *Italy*, the number of primary schools housed in school buildings, or in buildings used partially for educational purposes, has risen from 31,732 to 33,335.

To cope with the increase in the birth-rate, the ministerial services in *France* are studying a school building plan to be financed by a loan.

During 1947, a strong impetus was given in *Portugal* to the realisation of the "Centenaries Plan", which provides for the construction of 12,500 new classrooms. Up to the present, 525 buildings have been erected and 633 are under way.

In *Finland*, 120 new school buildings have been erected.

In *Belgium*, a fund for school construction has been opened which will permit the enlarging and modernising of buildings used by the State secondary schools and the erection of a certain number of modern buildings.

The report from *Greece* indicates that 3,000 school buildings have been reconditioned. To attain the pre-war level, another 3,000 must be repaired and 700 entirely rebuilt.

In *Uruguay*, more attention has been given to the building of new secondary schools. For this purpose the Government has acquired real estate in the capital and elsewhere and several secondary schools have already been erected inland.

The report from *Canada* makes special mention of the "V.K. Greer Memorial School" in Ontario, built in 1947. This is a model one-storey building with 4 classrooms, the walls and ceilings of which are of acoustic material to reduce noise. The woodwork has been specially treated to prevent dust from adhering.

In *New Zealand*, over £1,000,000 per year are now being allotted for new buildings and equipment.

In order to cope with the lack of school accommodation in the *Union of South Africa*, it has become necessary to set up a system of loans and rent grants to assist missions, municipalities and other recognised bodies to build and maintain schools.

The Ministry of Education for *Egypt* has drawn up a ten-years' programme for the construction of school buildings, estimated to cost 10 million pounds.

Finally, it should be noted that in *Turkey*, by the terms of the law establishing village institutes, each villager, irrespective of sex, was required to help in the building of his village school. This

enabled 7,000 school buildings to be erected in a relatively short time. As women were already compelled to undertake tiring agricultural work, a new regulation has exempted them from this compulsory service. In return, the State is required to make a grant towards the building of school premises.

## PRIMARY EDUCATION

### SCHOOL DENSITY

The increase in the birth-rate, the large number of children who were unable to attend school during the war years, the measures taken to enforce the application of compulsory schooling regulations, these and many other factors contributed to the quantitative development of primary education during the year 1947-1948. This development would have been even more marked but for the lack of accommodation and the shortage of teachers which have in some respects counteracted this movement.

In *Sweden*, primary schools registered 17,000 more pupils than during the previous year.

In *Iran*, the primary schools were attended by 70,000 more pupils during the year 1947-1948 than in 1941, thus necessitating the opening of 400 new classes.

The four upper classes of the primary schools in *Poland* have shown a constant increase in pupil attendance during the past few years, rising from 1,076,000 in 1945-1946 to 1,564,000 in 1947-1948. This increase is due to the tendency to carry all the pupils through the primary school. In the lower classes, however, the overcrowding resulting from the war is tending to disappear.

The report from *Greece* mentions that, in order to provide instruction for the evacuated pupils from the rural districts menaced by the war, the Ministry of Education has been obliged to multiply the number of primary schools in the towns and to provide special schools for these children between the ages of 5 and 16 years.

Under the Education Act 1944 for *England and Wales* every local education authority was required to submit to the Ministry of Education a development plan showing the action which the authority proposed to take for securing sufficient primary and secondary schools and for reducing at the same time the number of pupils per class. More than half of these development plans have already been examined by the Ministry.

In *Bulgaria*, a recent law establishes 40 as the maximum number of pupils per class. As in *Poland*, there is a noticeable decrease in the number of pupils attending the lower classes of the primary

schools, whereas the senior or pre-secondary classes show a marked increase in pupil attendance. The regulations concerning education provide for the opening of primary schools in all towns and villages containing at least 20 children of school age (15 in the mountainous districts). In several sections of the country it is planned to build boarding schools.

In *Czechoslovakia*, small schools remain a problem and an attempt is being made to solve it by grouping such units. However, some schools with less than 20 pupils will have to be left in certain localities where the distances would otherwise be too great for the children to travel.

The report from *Costa Rica* also mentions the opening of new primary schools.

In *New Zealand*, it is estimated that an increase of 20% in both accommodation and the number of teachers will be required by 1952.

### PROLONGATION OF SCHOOLING

For some time past the obligation to attend school concerned only primary education. Such is not the case any longer. More and more is the upper age limit being raised. Parallel with this movement there is a marked tendency to include under secondary education all classes attended by pupils over eleven or twelve years of age. As a result, the problem of compulsory schooling is no longer confined to primary education and it is only with reserve that we mention, in the chapter devoted to primary education, some of the chief changes that have taken place during the year 1947-1948.

The raising of the school leaving age, imposed by the reform which came into force on 1st April, 1947, is considered in the *United Kingdom* as one of the most outstanding educational developments. Henceforth, attendance at school will be compulsory for all children between the ages of 5 and 15 years. For senior pupils the course will now cover four instead of three years. The lengthened school course will prevent children from leaving school at the very moment when they are most capable of benefiting by it.

In *Holland*, compulsory education has been prolonged for another year and now extends from 7 to 15 years. Since the application of this measure necessitates the building of new schools and a far greater number of teachers, the *status quo* will have to be maintained until 1st January 1950. The penalties against negligent parents who withdraw their children from school prematurely have been made more severe, even including a term of imprisonment in serious cases of default. Efforts are also being made to bring

the compulsory education of boatmen's children under stricter control.

Owing to insufficient buildings, the school authorities in *Sweden* have been obliged to allow certain districts to postpone the introduction of a seventh school year. In contrast, many districts have already introduced an eighth school year and some have even added a ninth year voluntarily. The school commission of 1940 proposed 8 years as the normal length of compulsory schooling, and the commission of 1946, 9 years.

A Bill drafted by the Ministry of Education in *Egypt* sets the age of admission to primary schools as 7-9 years instead of 8-10 years, thus excluding from primary schools all children over 15 years. In this first stage, however, no fees will be charged.

The report from the Ministry of National Education in *Iran* mentions the efforts made to implement the law on compulsory education, largely by the co-operation of local school boards.

In *Burma*, an educational official has been placed on special duty to undertake a nation-wide preliminary survey and to collect statistics regarding the number of children of primary school age, the total number attending schools, the accommodation possible, and the number of trained or qualified teachers available. He will be expected to submit concrete and detailed proposals to the Government relative to the stages and manner in which compulsory education should be introduced.

In the Orange Free State (*Union of South Africa*), children will in future have to remain at school up to the age of 16 years irrespective of the standard they have reached. It is hoped that under the new system bright pupils will be enabled to complete, or nearly complete, their secondary education within the orbit of free and compulsory education.

### PRE-SCHOOL EDUCATION

Two causes, one psychological and the other social in character, are responsible for the growing importance accorded to the education of very young children. From a psycho-pedagogical point of view the influences bearing on early childhood have a decisive value. On the other hand, the demands of modern life tend more and more to keep mothers from their homes and prevent them from looking after their young children themselves.

Before the war, kindergarten and infant schools in *Poland* enrolled only 2.5% of the children between the ages of 3 and 6 years. The same schools to-day are attended by approximately 15% of such children. Workers' children can now remain under the influence of the school for 8 or more hours a day, instead of the 4 or 5 hours possible previously.

The same tendency is noticeable in *Czechoslovakia* where the number of nursery and infant schools has also increased during the past two years. Attendance rose from 24 to 32% in Bohemia and Moravia and from 9 to 25% in Slovakia. The law provides for a kindergarten to be opened in all centres where there are at least 20 children old enough to attend. It is hoped to make attendance compulsory for all children over 5 years of age.

In the *United States*, there is a growing demand for the opening of nursery schools and kindergartens for children under 6 years of age.

In *New Zealand*, a Consultative Committee appointed by the Minister of Education, has recommended that the State should assume full responsibility for the development of pre-school education which, up till the present, had been carried on by voluntary associations.

The report from *Scotland* mentions that the restrictions on school building projects has checked the development of nursery schools. Nevertheless, enrolment increased by almost 25% in comparison with the previous year.

In *Bulgaria*, there were 307 infant classes (including day nursery classes and weekly nursery classes) in 1943-1944, and 800 summer nursery classes. In 1947-1948, the number of the former rose to 908 and of the latter to 2300.

A conference devoted to early-childhood education, which was attended by foreign delegates, was held in *Austria*. In this country the number of kindergartens is constantly increasing. An attempt is being made to intensify the educational character of such schools and to apply the latest discoveries in the field of psychology.

The same can be said of *Italy*. As a result of a congress called to discuss nursery school education, the Ministry of Education is endeavouring to strengthen the educative value of such schools.

In *Belgium*, the educational authorities are revising the syllabus of kindergarten or Froebel instruction to bring it more in line with the educational pattern of the primary school study plan.

## PRIMARY METHODS AND CURRICULA

The first thing that one notices when seeking to find common traits in the reforms dealing with curricula and teaching methods, now being carried out in connection with primary education, is the care with which these reforms have been prepared. Quite often they have previously been studied very thoroughly by institutes of educational research, by committees of experts appointed *ad hoc*, or by conferences of specialists called together for this purpose. Generally speaking, representatives of the teaching profession have



been closely associated with the preliminary work of these reforms with the object of benefiting as much from the practical advice of teachers as from the results of psycho-pedagogical research.

In *Canada*, the Department of Education in Nova Scotia has appointed a Director of Curriculum and Research who is studying curriculum problems in collaboration with teachers. In Alberta, the educational authorities enlist the co-operation of a number of committees (representing teachers, school trustees and the University Faculty of Education) in matters concerning curriculum development. School supervisors in Newfoundland have undertaken a critical analysis of the curriculum and textbooks. In British Columbia, a Central Curriculum Committee advises the Department of Education with respect to the needs of curriculum revision, and special subjects committees composed of teachers and experts then draw up revised courses of study.

In *Australia*, committees have been working on curriculum revision in several States.

In the *United States*, the American Council on Education has published a report entitled: "Helping Teachers Understand Children" and the Division of Elementary Education of the U.S. Office of Education has convened a Leadership Conference attended by representatives of 17 professional and educational organisations.

In *Sweden*, a school reform commission has undertaken to investigate the modifications deemed necessary in the subjects taught and in methods of teaching.

With the collaboration of the teaching profession in *Austria*, new directives for the study plans in primary and secondary schools for the year 1948-1949 are being drawn up.

In *Belgium*, the Department of Education, in collaboration with a university commission, is studying the improvement of certain school techniques, especially those of handwriting and the teaching of arithmetic.

In *Finland*, 680 teachers are experimenting with a new study plan for primary schools.

Several national reports stress the efforts that are being made to introduce or to develop activity methods in primary schools and to render the teaching more practical in character. Mention should also be made of the increasing importance given to science teaching.

Experimental curricula are being tried out in the primary schools in *Ecuador*. These curricula cover the minimum knowledge that the pupils in each class should possess, and the minimum activities they should undertake. The syllabus is planned in the form of work units. Methodical norms for each subject have also been elaborated. The "centres of interest" method is particularly recommended.

The report from *England and Wales* stresses the importance now given to music, art and handicraft, housecraft and home management, hygiene, etc.

That of the *United States* mentions the increased interest in science teaching, and the opportunities given to children to perform simple experiments themselves so as to relate their learning wherever possible to their own experience.

In *Bulgaria*, measures are being taken so to reform education that, even in the primary schools, all teaching shall be based on science, preferably natural and historical science, in order to give the pupils materialistic views based on firm scientific facts. Elementary physics is studied in the second class instead of the third, and elementary algebra in the third instead of the fourth. More time is being spent on the teaching of mathematics and in studying the Bulgarian language, while religious instruction and courses on the organisation of the State are no longer included in the curriculum. The methods used tend to create close bonds between education and economic, social and cultural life. The purposes of education are to be subordinated to the need of establishing socialism in the new Bulgaria.

In *France*, the curricula of the final grades of the primary schools have been re-adapted to the needs and possibilities pertaining to urban and rural schools, boys' schools and girls' schools. Different syllabuses in applied science, showing the relationship between man and his environment and various human activities, are provided for in each case.

In *Sweden* also, there is a tendency towards making education much more practical. Boys are given instruction in domestic economy more often than before; handicraft instruction in what may be called knowledge of textile materials is becoming more common, and there is a growing interest in letting the older school-children learn the care of children. A foreign language, preferably English, has been introduced in the 7th and 8th primary classes. The results of an investigation by the school commission show that very many teachers follow their own lines in teaching and education and use new techniques.

The report from *Canada* shows that the new curriculum introduced in the Catholic schools of Quebec takes into account modern child psychology and activity methods. The curriculum for the Protestant schools of the same province is being completely revised. The same can be said of Manitoba.

In *New Zealand*, there has been a steady continuation of the work of revising syllabuses of instruction in the light of the experimentation during the past ten years.

In the *Union of South Africa*, a commission of the Orange Free State is considering problems connected with the syllabuses of primary and secondary schools. A new arithmetic syllabus for

primary schools was introduced in the Cape of Good Hope in 1948, aiming at making the subject more realistic and practical.

The new study plan, introduced in *Luxemburg* in 1947, prescribes activity school methods. Such methods are accepted with great enthusiasm by the young teachers and with certain reservations by the older ones.

In *Ireland*, a more realistic approach to language teaching is being stressed.

In *Egypt*, a new syllabus for the first stage of education was adopted at the beginning of the school year 1947-1948. English as a foreign language in the 2nd year has been replaced by more detailed studies of history, geography, and nature study. Instruction in civics has been introduced in the 4th year. Emphasis is laid on the teaching of practical subjects in all classes.

*Colombia* reports plans to reform the curricula of primary schools with the object of directing education into more practical channels.

In the *Dominican Republic*, the application of the sentence method (audio-visual) in the primary classes has been further improved. The Institute of Psycho-pedagogic Research has recently prepared new material illustrated by specialist artists.

In *Chile*, new curricula for primary schools have been approved and sanctioned by a decree.

## SECONDARY EDUCATION

### GROWTH IN SIZE AND NUMBER OF SCHOOLS

The determination to make secondary education available to a greater number of children was halted or slowed down by the war, but the movement gathered impetus again in many countries as soon as hostilities ceased. The main reasons for this development are *a)* campaigns for a larger measure of justice in the matter of education and for greater facilities of access to secondary education; *b)* the raising of the school-leaving age; and *c)* structural reforms which have brought into the sphere of secondary education certain schools previously excluded. It is thus the age factor, rather than the social one, which now determines who shall enjoy secondary education.

In the autumn of 1947, the number of elementary school children proceeding to secondary education of various kinds in *Sweden* corresponded to 29% of that particular age group, and if nothing happens to disturb the trend, there may be expected not far from double that percentage in the first forms of secondary schools in 1953. This fact has led Parliament to authorize the addition in 1948 of 157 new teaching posts for theoretical subjects.

According to the *United Kingdom* report, the development plans which local authorities are required to draw up and submit to the Ministry of Education, must aim at the provision of secondary education for all children over the age of 11.

The report from *Hungary* states that the expansion of governmental action to raise the cultural level of the masses calls for an increase in the number of secondary schools.

The number of pupils in secondary schools in *Poland* (above all, those coming from the working and peasant class) has continued to increase, despite the fact that the first secondary class has been replaced by the new VIIIth class of the primary school.

*Austria* plans the opening of new federal institutes for selected students from the secondary schools who, but for boarding establishments of this kind, would otherwise not be able to complete their secondary school studies.

In *Holland* the number of girls' secondary schools will increase, thanks to the grants which from now on will be made them by the state.

Ten secondary schools, mostly including preparatory and senior sections, were opened in *Belgium* in 1947.

In 1943-1944 in *Bulgaria* there were 134 secondary institutions with 3245 teachers and 113,328 pupils. In 1947-48 these figures had increased to 245 schools, 5229 teachers and 152,661 pupils.

In *Canada* the development of composite and regional high schools is going forward at an enhanced speed. 8 new secondary schools have been opened in Prince Edward Island. In Nova Scotia, 75 regional high schools, rural and urban, are projected. The plan for the improvement of rural education includes the opening of 50 such schools.

In the *United States*, the reduction in the number of regular four-year high schools, and the consolidation of very small high schools, have combined to bring about a decrease in the total of high schools. The senior high schools, on the other hand, increased by 37.5% between 1938 and 1946.

The secondary schools in *New Zealand*, which in 1944 received only 70% of the children from the primary schools, are now receiving 90% of such children.

## STRUCTURAL REFORMS IN SECONDARY EDUCATION

After having been reserved for a minority for several centuries, the secondary school to-day is becoming more and more accessible to all. This new conception entails a thorough transformation of the very structure of secondary education. Consequently, there is nothing astonishing in the fact that the majority of the full-scale

reforms in education, undertaken since the war, should centre around the problem of the organisation of secondary education.

According to the new education bill drafted by the Ministry of Education of *Egypt*, secondary school studies will in future cover five years for both boys and girls. The studies will be closely related to those of the various technical schools so as to enable the fourteen-year olds to choose the type of education for which they are best adapted and to pass from one section to another without difficulty. The secondary school, for which the maximum age of admission will be reduced by two years, will consist of two divisions, the first of two years, and the second of three years divided into three sections : literary, scientific and general. The pupils in both divisions who fulfil certain conditions will be exempted from fees.

In *Luxemburg* also, a new education bill makes provision for a complete overhaul of secondary education. The creation of one type of secondary school for boys is contemplated with a classical section and a modern section, each covering 7 school years. The classical section will include a lower division with compulsory Latin courses, while the upper division will have three sub-sections : Latin-Greek, Latin-modern languages, and Latin-science.

The regular four-year high schools in the *United States* are continuing to lose ground and to be replaced by reorganised types of high schools, particularly senior high schools.

Throughout the various cantons of *Switzerland* there is a general tendency to open the doors of secondary education to all who can profit by it. This has necessitated in some cases the free supply of school stationery and materials or the improvement of the scholarship system. Thus in Geneva no fees are now charged in the junior division of the secondary schools and an important decree concerning school guidance has been adopted. Further, a project set on foot in 1946 provides for a vast "middle school" for all pupils where the children can be sorted out according to their aptitudes and allotted to specialized classes in the secondary schools. In Zurich, the Cantonal Boys' Secondary School has been completely reorganised. Its former classical and scientific sections have now become two distinct and complete schools with two pro-secondary classes, after which comes the division into humanities and science.

In *Czechoslovakia*, the senior primary schools and the junior secondary classes are to be combined to form a unified second grade school. The first, second and third forms will be altered in this way as from the beginning of the school year 1948-1949 and the fourth form will follow suit as from the beginning of the year 1949-1950.

A certain number of measures have likewise been taken in *France* as part of the plan for a general reform in education. With the object of developing co-ordination between the various centres of secondary education, the Ministry of National Education has

substituted, wherever possible, close collaboration of classical, modern and technical establishments, where formerly there was isolation and even exaggerated competition. Further, the Ministry has instituted a uniform competitive entrance examination for all pupils wishing to attend classical or modern secondary schools or continuation classes. Imbued with the same idea of unification, a certificate marking the completion of the first stage of secondary education was instituted for the first time this year. This certificate can be obtained by pupils of the continuation courses as well as by those attending the classical, modern or technical schools. The introduction of optional subjects in this examination gives it the necessary diversity.

In *Belgium*, a Latin-science section, designed mainly to prepare for the faculty of science, has been created on an experimental basis. In the junior secondary schools, the experiment of practical sections, with a pre-vocational, agricultural, industrial or homecraft bias, has been continued and even extended.

The report from *Syria* states that the application of the existing regulations for the matriculation certificate has been prolonged for another year, although certain steps towards the liquidation of these regulations had already been taken.

In *Ecuador*, the reform of the general law on secondary education is being undertaken at the same time as the revision of the study plan and curricula for secondary schools.

### CURRICULA, METHODS AND EXAMINATIONS

The ever-widening sphere of influence of secondary education, coupled with the desire to make such education available to the greatest possible number of pupils leaving the primary school, is bound to affect very considerably not only the structure of such education, but also the curricula and teaching methods employed. After having triumphed with regard to pre-school education, the advocates of more active methods fought for their introduction in primary schools and, without waiting for definite results, have sought to extend their influence in the much more complicated field of secondary education. To a lesser or greater degree, therefore, one notices almost everywhere attempts to introduce a larger amount of practical study in the secondary schools, more in keeping with the demands of life and better adapted to the mentality and interests of the different categories of pupils.

The report from *France* states that the gradual introduction of the "new classes" has created throughout secondary education in general an atmosphere favourable to educational development. During the year 1947-1948 the experiment was continued up to the level of the 4th class. The success of the new optional courses, the

initiation to economic and social techniques, the co-ordination of teaching which now becomes possible, the study of the environment and the part played by artistic education, have encouraged the educational authorities to extend the reform up to matriculation standard. The study of civics has been introduced into the syllabus of all the upper forms of the secondary schools, i. e. for pupils between the ages of 15 and 18 years.

In *Egypt*, the reorganisation of secondary education entails a complete overhaul of the curricula, details of which are given in the report from that country. Generally speaking, this change aims at diversity and enables the pupils to develop their particular talents. The examination in languages is also to be modified.

In the Orange Free State, *Union of South Africa*, a commission appointed in 1945 to enquire into a wide variety of educational problems is also considering the syllabuses of secondary schools.

Throughout *Canada* there is a general tendency to revise the curriculum of most subjects. Courses in agriculture, English, geography and biology in the Protestant high schools of Quebec are being completely revised. In Manitoba, a thorough revision is being prepared which will allow for greater flexibility and adaptation to individual capabilities. The province of Alberta is seeking to obtain better articulation between intermediate and high school mathematics and has introduced optional courses in agriculture, while a serious study of the purposes and functions of the whole high school curriculum is contemplated. The secondary school courses are also being revised in British Columbia.

The *United States* registers a widespread revival of interest in the reorganisation of the secondary school curriculum. In order to expedite the development of a curriculum and the adoption of methods better suited to the needs of all types of students, the U.S. Commissioner of Education has appointed a special Commission on Life Adjustment Education for Youth.

*Switzerland*, too, is greatly concerned with the problem of the reorganisation of secondary education. There is a marked desire to make it accessible to all able pupils; to render it less encyclopedic in character by attributing less importance to knowledge as such; to take full account of the emotional growth and moral life of the pupils and so to make secondary education less purely intellectual, and yet at the same time to develop a sense of responsibility and of cooperation. Work weeks, weeks of concentration, general lectures and free discussions between teachers and pupils, are among some of the suggestions put forward with the object of improving teaching methods.

In *Czechoslovakia*, the schedule of teaching biology has been modified and more importance attached to practical work. As optional subjects, elocution and essay writing have been introduced into the syllabus of a larger number of secondary schools. In some

senior and primary schools, "special study circles" enable pupils to be grouped so that they can demonstrate their personal interests and develop their individual aptitudes for the good of the community.

The reform of the study plans and of the curricula for secondary schools in *Ecuador* limits the subject matter in each subject taught, seeks to reconcile teaching to Ecuadorian reality to a greater degree, and to eliminate those subjects that are better studied in institutions for higher education.

In 1948, new steps were taken in *Costa Rica* to counteract the over-academical methods used in secondary schools; centres of cultural interest have been introduced in some of the schools and new instructions given with regard to the use of activity methods.

In *Colombia*, the study of algebra and geometry, which formerly could be carried on for one or two years as the pupil wished, has now become compulsory for two years.

In *Chile*, the study plans, teaching methods and curricula of secondary schools are being revised.

In *Swe`en*, as English has now become the first foreign language to be taught in the secondary schools and German the second, some modification in the time-table has been necessary. Spanish has also been introduced into the two top forms of some of the senior secondary schools.

New curricula have been introduced in all classes of the secondary schools of *Norway*. The chief modifications are the reduction in the number of hours for the study of German in all sections of the schools, and the increase of time devoted to the study of English, history, geography and citizenship. Of these, history and citizenship in particular are often taught in connection with current events, the subject matter being drawn from newspapers or magazines.

In *Bulgaria*, the subjects have been re-distributed and the curricula lightened. The study of classical languages and old Bulgarian has been omitted. Political economy, ethics and religious history have likewise been dropped as special subjects, all historical subjects now coming under the heading of general history. All pre-secondary and secondary classes devote two hours a week to the study of the Russian language.

The report from *Hungary* mentions the introduction of self-government in secondary and higher schools, which has led the pupils to develop voluntary discipline. This step has also helped to encourage teamwork and competition between different pupils, groups, classes and even schools.

According to the report from *Burma*, the regrouping of the post-primary schools will necessitate the differentiation of curricula in the junior stage so as to provide for the practical-minded as well as for the more intellectually minded pupils.

In a general way, the regulations concerning admission and promotion examinations and school leaving examinations are the result



of preliminary study and experimentation, or of measures already in force.

The report from *England and Wales* states that a complete revision of the examination system introduced in 1917 was absolutely necessary. In this connection, the Ministry of Education has accepted in principle the findings of the Secondary School Examination Council proposing the discontinuation of the existing regulations, and the introduction of new arrangements which will make the whole system of examinations much more flexible and will give schools greater freedom to devise courses to suit individual pupils. Among other things the new proposals provide for the periodic application of objective tests, the results of which can be used to assist in guiding pupils towards suitable courses of study or types of employment.

In *Austria*, methods of selection utilised during secondary school studies are being thoroughly examined.

*Finland* has definitively adopted matriculation examination measures which were previously introduced on a temporary basis.

In speaking of *France*, we have mentioned above the unified competitive examination for admission to the 6th class (1st year) and the granting of a certificate marking the completion of the first stage of secondary education.

The *United States* have given much time and thought to refining educational methods and to evaluating secondary school output. After 4 years of study, members of the Cooperative Study of Secondary School Standards have come forward with techniques enabling a secondary school to evaluate itself to ascertain how it was realizing its objectives, or to have its efficiency evaluated by a group of educational experts from outside the school system. Very many secondary schools have availed themselves of these techniques and, as from the beginning of 1948, new research is being undertaken with the object of improving them still further.

## VOCATIONAL EDUCATION

### STRUCTURAL REFORMS

Vocational education is certainly the archetype of an education born of immediate needs, rather than of the *a priori* concepts of the educational theorists. Created as the need for them arose, vocational schools depended, and still to some extent depend, on several ministries. Even where such schools were controlled by one administration only, coordination was manifestly lacking, of the various types with each other and with other kinds of education. A process of rationalisation is therefore taking place in the vocational sphere,

among its component parts, and of its relation to other educational structures, in particular that of secondary education. The borderline between secondary and vocational education becomes daily more difficult to set. 30009

The report from *France* states that technical education, which owing to its importance is in the hands of an Under-Secretary of State, will be unified and extended, while at the same time being kept closely linked to the other branches of education. The geographical distribution of vocational schools is being revised, and the technical, classical and modern schools are being regrouped. In the interests of close liaison, the same designations used in the classical and modern schools have been adopted for the classes of the technical schools. TWIN 38. N. 38 48

The report from *Canada* makes mention of the steps taken by various provinces during the last school year to develop vocational training within the framework of the composite high schools.

A campaign for standardisation was begun in *Belgium*, with the object of introducing order and unity among the various technical schools of the same type and level, whether public or private, day or evening. With this end in view the Department has published a series of model time-tables, which however leave a wide margin for adaptation. As the problem is a complex one, the rather laborious process of standardisation is not yet completed.

For several years the authority for education in industry in *Uruguay* was known officially as the Labour University of Uruguay. This led to some confusion, as in actual fact it was not *university* education, and the old title of "Education for Industry" has been re-adopted. This change coincides with the steps taken to standardise the duration of studies and of the conditions of admittance to the courses. In future, studies will be completed in three years in practically all sections.

The new law on vocational education came into force in *Portugal* at the beginning of the 1948-49 school-year. Extensive experimenting has been taking place in the schools in order to gather the information necessary for putting this law into effect.

A Vocational Education Board has been established in *Norway*, with fifteen members who represent the various trades, the rural communes and the various types of vocational school. The Director of Vocational Education is *ex officio* chairman of the new board. Each vocational school must have its own council, half of whose members represent the trades taught in the school, the other half the workers and employers.

Technical and vocational education in *Burma* comes under the Department of Industry and Labour, and the problem of making it form an integral part of the educational system has been receiving the attention of the government for some time. The Department is considering a Ten-Year Technical Education Plan.

## INCREASE OF THIS EDUCATION

The speeding-up of industrialisation in different countries, the improvement of specialised manufacturing techniques, and the tendency to give children in schools what they formerly received as apprentices from life itself—all these are factors contributing to the rapid general increase of vocational education. The school-year 1948-1949 was no exception in this respect, as the few examples given below will show.

The report from *Poland* lays emphasis on the fact that the development of vocational education has been more rapid than that of other types of education. The pupils are seeking more and more to take advantage of the facilities for admission offered them by the vocational secondary schools. In the same report it is stated that the number of such candidates is increasing to such a degree that it may soon be greater than that of candidates for admission to the ordinary secondary schools. Before the war the number of students admitted to the vocational school was 87,000; in 1947-1948, in spite of the decrease in the population, the number had risen to 213,000.

The report on *Luxemburg* states that the schools have been pressed into the service of the national economy, and that above all in the field of vocational education governmental initiative has been felt. Apprentices must attend the courses one day a week at the vocational schools just opened in various districts.

In *Holland* the shortage of skilled workers is increasingly felt, and grants have therefore been made to a large number of technical schools. These schools being overcrowded, a certain priority has been given to the construction of new ones.

Following on the agrarian reform, over thirty technical schools of agriculture, to which model farms are attached, have just been started in *Czechoslovakia*. A college for railway workers has also been established, with a four-year course. The schools for foremen will henceforth include classes for railway workers.

In *Bulgaria*, vocational education is being developed at enhanced speed. In 1943-1944 vocational schools had 21,950 pupils; in 1947-1948 this figure was over 40,287. Such schools aim at giving their pupils practical, technical and special training calculated to raise the cultural level of the various kinds of workers.

A National Advisory Council on Education for Industry and Commerce has recently been established in *England*. Several new National Certificate Courses have been instituted; a Certificate in Physics and one in Metallurgy are now included. The number of students attending these courses by day, and who are released from work for that purpose by their employers on full pay, is likely to reach 200,000 this year. The number of full-time art-students has nearly doubled. By special arrangement with the Army authorities,

new classes have been organised for serving soldiers. The Royal College of Art has been reorganised to meet the new demands of industrial and commercial design.

*Canada* is concerned with the establishment of new vocational and technical schools within the framework of secondary education. To reduce the costs of this development, these schools will be regional ones in Nova Scotia. In New Brunswick vocational sections liberally subsidised by the government, are to be included in the composite high schools. Several Technical Institutes have been established in Ontario, where also it is hoped to utilise the rehabilitation centre of Toronto's veterans for apprentices and advanced technical training. In Manitoba a technical vocational high school has been opened at Winnipeg for electrical crafts, metal crafts, graphic arts, industrial art, building crafts, office and distributive occupations, household and personal occupations, woodworking crafts, arts and power crafts, and needle crafts.

In *Belgium* four technical schools have been opened during the course of the year.

*Costa Rica* envisages the transformation of some junior secondary schools into technical schools of agriculture.

### CURRICULA AND METHODS

Educational authorities are earnestly considering structural reforms in vocational schools, and the building of new ones, but many steps have also been taken during 1947-1948 to improve curricula and methods. The problem is frequently one of making this type of education more practical in character, without at the same time encroaching on the place that must continue to be taken by general education. In many countries the problem is also one of linking vocational establishments more closely with industry and commerce. Increasing specialisation, moreover, calls for the opening of courses for new diplomas and certificates.

In *France*, for example, it is intended to ensure liaison between the schools and the economic world by establishing various councils on which the various crafts and professions are represented, and by instituting practical training courses in industry and commerce. As to the curricula themselves, an attempt is being made to approximate those for technical matriculation as far as possible with those for the competitive entrance examination to the national schools of arts and crafts. In the latter schools more time is being given to science. Commercial subjects are also under revision; economics and social science are playing a bigger role in them (cf. the institution of a higher diploma in commercial studies).

The report on *Switzerland* lays emphasis on the necessity of placing students in situations that are really in touch with life.

The federal Polytechnic is setting the example in this matter by its entering into agreements with various professional associations to complete the studies of its students with a compulsory practical course. The federal Office of Arts and Crafts and of Labour continues to publish syllabuses for vocational training of the most varied kinds.

In *Poland* many vocational schools are organising practical courses in the workshops and factories. It is also worthy of note that supplementary vocational training has increased from 8 hours a week to 18.

New curricula have been introduced in the basic technical (the former apprentice) schools in *Czechoslovakia*. These schools have just been reorganised, and from 1950-51 onwards will be compulsory for all young persons not attending the third grade schools. In the industrial schools the number of lessons a week is being reduced from 44 to 36, and "Special Study Groups" are being introduced for two hours a week. In the business colleges and commercial schools there are compulsory courses on the organisation of co-operatives.

As regards curricula and methods in *Ireland*, there has been a more direct approach to the problem of training rural craftsmen, by bringing the instruction to them locally or by bringing them together at a central institute which affords facilities for specialised instruction. A new examination system was introduced last year for students taking vocational day courses.

In *Portugal* particular attention has been paid to the methods of subjects in the preparatory division of the vocational schools.

In *Argentina* the General Direction of Technical Education has altered the curricula of the schools under its aegis, in order to bring them into line with the country's growing industrialisation.

New legislation as regards technical training, as well as fresh curricula and study plans, have been introduced in *Ecuador*. The country's needs and the full exploitation of its natural resources have been taken into special account.

According to the report from *Uruguay*, the standardisation of the length of vocational courses will entail modification of the curricula and methods. Periods formerly devoted to model building will henceforth be given over to work of direct practical value; new courses of general cultural interest have been introduced; apprenticeship will assume a more experimental form, through the use of the project method; technological courses will be given so far as possible in the workshops themselves; and, finally, third-year students will be remunerated for work done in the workshops.

New curricula are being tried out in the domestic training schools of *Austria*; alongside the courses of general cultural interest, room has been made for specialised vocational courses, for courses in commercial economics and law, and for a number of optional courses.

In *Syria* pupils have for the first time been able to sit for a commercial matriculation certificate; hopes are entertained of instituting an industrial matriculation certificate this year. Vocational education as a whole has been reorganised, so as to make it possible for students of either sex to obtain the new certificate.

## HIGHER EDUCATION

Here are some examples of the changes and developments which have taken place in higher education during the year 1947-1948. Increased enrolment has necessitated the creation of new chairs and the construction of new buildings. Application of the principle of "scholastic equality" has led to an improvement in the scholarship system, details of which are given in quite a number of the national reports.

In the *United States*, enrolment in higher education institutions rose to 2,238,226, the increase being partly due to the Servicemen's Readjustment Act of 1944. The Commission on Higher Education called in its report for a further nation-wide expansion in the number of free public community colleges and the growth of institutions of higher education of all types. It is estimated that approximately one-third of the population has the ability to complete an advanced liberal or specialized professional education.

The same problem of the rehabilitation of men and women from the Services has had to be faced in *Australia*, where during the year 1947 as many as 7,793 such students were taking full-time courses and 3,668 were taking part-time courses. The work of the National University for post-graduate research at Canberra was continued, and an Academic Advisory Committee was formed to advise on the establishment of the research schools of the institution. Allowances granted to students were under certain conditions increased.

In the *Union of South Africa*, the colleges in Durban and Pietermaritzburg have been up-graded and now form the new University of Natal.

In *New Zealand*, four full-time academic heads with the rank of vice-chancellor were appointed to the university colleges. It is hoped that the setting up of a University Grants Committee will help still further in the co-ordinated development of the colleges forming the University of New Zealand.

New university legislation in the *Argentine* brings the five national universities under unified regulations.

The reform of university studies in *Costa Rica* is under consideration. This envisages the creation of a faculty of the humanities

which would serve as the basis for the second stage of university education.

In *Ecuador*, two new sections have been added to the National Polytechnical School.

In *France*, a certain number of institutes and faculties have been transformed into national higher schools of engineering. The students in these schools, after having passed a competitive entrance examination, have a 3 years' general education at degree level and special practical training. The standard for the doctor's degree in engineering has been raised and a diploma for a doctor's degree in economic sciences will be awarded in future by the Faculty of Law. Science degree students will be able to obtain a preliminary certificate of higher studies.

In *Belgium*, the project of setting up a selective university entrance examination has been abandoned, even by the free University of Brussels, which had championed the idea for several years.

The Technical College in *Norway* has organised an independent two-year course for the training of architects' assistants. It has also decided to establish an aerotechnical department.

*Sweden* reports a "university rearmament" campaign. In 1947 it was chiefly directed towards strengthening the faculties of arts and medicine; 16 new professorships were authorised for the University of Upsala, 14 for that of Lund and 5 for the Caroline Medico-Surgical Institute in Stockholm. In 1948, 6 new professorships in medicine were created, and as from 1949 grants will be awarded to the various faculties of the private universities in Stockholm and Gothenburg and a new medical faculty will also be opened in Gothenburg.

The report from *Poland* states that higher schools have developed very rapidly. Before the war, there were 28 such schools attended by 48,000 students, whereas in 1947-1948 the number had risen to 39 institutions with 93,000 students.

Drastic reforms in higher education are contemplated in *Czechoslovakia*. Before publishing the new rules for study and examinations, two students' representatives are to be allowed to participate as ordinary members in the faculty sittings, and delegates of students and university assistants sit as advisers on examination juries. During the month of June an "Open Door Day" was organised to enable the pupils from the top forms of the third grade schools to visit the college or university they planned to attend.

In *Austria*, the gaps produced within professorial ranks have been filled by new appointments. Fresh regulations improving the status of laboratory assistants are being drafted.

In *Switzerland*, where the number of students continues to increase, it is fitting to mention the establishment in Geneva of an Institute of Slavonic Studies, the creation of a chair of Russian language at the University of Neuchâtel and the foundation, at

the Saint-Gall Academy of Commercial Science, of a new research institute for arts and crafts.

The budgetary law of 1948 places the universities and schools of higher education in *Bulgaria* administratively under the Governmental Committee for Science, Arts and Culture. The number of students attending these institutions has trebled since 1944 and this has necessitated the extension of existing buildings and the construction of new ones. It is worth noting, with regard to the subjects taught, that the study of scientific philosophy and of the national constitution has been introduced in all universities and schools of higher learning.

The urgent need for establishment of a national university in *Iraq* has been felt for some time. A committee has already reported on the question and it is expected that an Iraqi university will materialize very shortly.

The Parliament of *Iran* has granted a credit of 6 million rials to the University of Tabriz, which has made it possible to open the first two faculties, those of arts and medicine.

In *Syria*, a new system of certificates is about to be introduced in the new arts and science faculties.

## TEACHING STAFF

### SHORTAGE OF TEACHERS

The gaps in the ranks of the teaching profession due to the war, the unfavourable material situation in which teachers find themselves in comparison with other professions, and the increase in the birthrate are in themselves sufficient factors to provoke a dearth of teachers. But such a situation becomes even more serious when it coincides with educational reforms resulting in a very great increase in school attendance at all stages.

Various measures have been taken almost everywhere to combat this state of affairs. Some of these measures are positive in character, such as those which aim at improving the status of teachers; others, like the short-term emergency training of teachers, may be regarded as retrogressive and, it is to be hoped, transitory.

By the end of 1947, there were over 13,000 students in *England and Wales* being trained under the Emergency Teacher Training Scheme. The quality of the candidates is regarded as excellent and by the time the scheme is complete it will have produced sufficient teachers to meet the needs required for raising the school leaving



age and will have helped to reduce the size of classes. A campaign has been opened to secure more women for the emergency training scheme.

The shortage of teachers in *Sweden* is particularly felt in secondary schools and especially among teachers of mathematics and science. If no improvement takes place, there will be a deficit of approximately 2,000 teachers by 1953. The measures suggested as a corrective for this situation include the earlier promotion to permanent or half-permanent posts, better payment for overtime work, special courses to enable elementary teachers to take over certain subjects in the intermediate schools, and even a reduction in the number of periods in the secondary school time-table, so far as such reduction can be carried out without detriment to the standard of attainment.

*Holland*, too, is taking steps to combat the shortage of teachers by increasing the salaries of teachers substantially and thus attracting back to the teaching profession many teachers who had left, and also by organising special one-year training courses for persons holding a leaving certificate from a grammar or other secondary school.

Difficulties of recruitment are being felt throughout *France*; in certain departments the number of candidates for teaching posts have been smaller than the number of available vacancies. In order to remedy this state of affairs young men were admitted to the normal schools after completing the third or second class of secondary schools, a trainee's salary was granted to student-teachers, and a recruitment campaign was conducted by school inspectors. Already these measures have borne fruit.

In *Finland*, there is an 11% shortage of qualified teachers, affecting especially schools in the under-populated frontier regions. To improve the situation, a 50% bonus was granted to teachers in these districts, the salaries of rural teachers were readjusted and sick-pay benefits were awarded to teachers.

Owing to the war, teacher shortage has become a serious problem for the whole of *Canada*, although considerable improvement was reported in several provinces during 1947-1948. Emergency courses, sometimes in the form of summer schools, have resulted in the granting of teaching certificates under certain conditions. In Nova Scotia an effort has been made to recruit new personnel from among secondary school pupils and a special bulletin has been issued for the purpose. Well qualified teachers-at-large are allowed to be appointed to assist inexperienced teachers. Finally, in all the provinces the salaries which were considered as insufficient have been increased according to varying scales.

The report from *Australia* states that the shortage of teachers has become an acute problem amounting to about 1,200 vacancies in 1948. If the proposed reforms such as raising the school leaving

age and reduction in the size of classes were introduced, it would mean an approximate shortage of 10,000 teachers or roughly 30% of the existing staff. Each State Department has taken action to overcome this serious shortage by improving salaries, granting better allowances for students and making scholarships available for prospective teachers. Some States, with the concurrence of the British Ministry of Education, are seeking to recruit teachers from Great Britain.

The report from *Iran* states that the normal schools and classes for training student teachers have not succeeded in satisfying the demand for teachers. Consequently, it has been necessary to organise special classes for young people who have passed an entrance examination and who possess the diploma for the first part of the matriculation examination.

In *Poland*, the "emergency" stage is considered as passed and it is now possible to organise complementary courses enabling men and women teachers who lack complete training to finish their pedagogical studies.

In the *United States*, it is estimated that during the next 5 years some 500,000 young people must be recruited to replace inadequately prepared teachers, fill the gap left by the normal turnover, and meet the needs of the 5 million additional children who will throng America's schools. Happily, enrolment has increased appreciably. The number of teachers who held only emergency teaching certificates declined from approximately 110,000 to slightly under 100,000 during the year.

## TRAINING AND PROFESSIONAL IMPROVEMENT OF TEACHERS

During the past few years a paradoxical feature in connection with teacher training has arisen which could not have been foreseen. On the one hand, the indisputable progress made in child psychology and the techniques of teaching, coupled with a general tendency towards professional specialisation, demands longer and much more advanced training than previously. On the other hand, the shortage of teachers has obliged educational authorities to be less exacting than before the war in their requirements for the professional training of teachers.

Consequently, there are two opposite currents noticeable in many countries. Emergency measures have had to be adopted to provide a teaching staff, even though sometimes lacking the necessary qualifications, and yet, at the same time, teacher training establishments require candidates for admission to have completed their secondary studies and to be able to devote the whole of their time to their pedagogical preparation proper.

No further details will be given of the emergency courses mentioned above. We will content ourselves here by drawing attention to a few examples of the development and the changes which have taken place in the ordinary system of teacher training and of the steps taken in respect of the professional improvement of teachers.

In *Luxemburg*, a special Commission has proposed that future primary teachers shall have two years of pedagogical and practical training on completion of their secondary school studies.

In *Switzerland*, the reorganisation of normal schools and training colleges is either being studied or is about to be put into operation in several of the cantons, e.g., Bern, Basle-Town, Neuchâtel, Vaud and Solothurn. In the Canton of Bern, it is the training of domestic science teachers which is being revised. At the Normal School in Fribourg, pupils are being trained, from the day of their admission to the school, to be left free to study without supervision and to organise their leisure hours as they wish. An attempt is also being made to familiarize teachers with country life or with industrial work by asking them to undertake practical training periods in agricultural or technical schools.

*Belgium* is revising the instruction given to teachers-in-training for Froebel and primary schools. Normal school students in their final year will have to spend a certain amount of time in the ordinary primary schools so as to become acquainted with present conditions in schools. A special Reform Commission is studying the professional training of teachers for junior secondary schools. In connection with technical education, mention should be made of two courses for the training of apprenticeship masters.

In *Holland*, refresher courses for teachers have aroused intense interest throughout the country. Refresher courses for pre-university and secondary school teachers have likewise been organised.

The growing demand for teachers in elementary schools in *Sweden* has entailed the opening of four more training colleges. Since 1947, the State has borne the cost of the practical pedagogical courses organised by organisations of young secondary school teachers.

In *Norway*, a State school for the training of teachers for vocational-schools was opened in Oslo.

In *England and Wales*, certain modifications have been introduced in the permanent training provisions for teachers, with the object of ensuring closer co-operation between universities and training colleges and of expanding the training accommodation in new colleges and university training departments.

An experiment in a new type of educational training for teachers in *France* has come into force. This provides for two years of professional training after matriculation. Training centres for the use of activity methods have organised special practice periods

and collaborated in the training of wardens of holiday camps and hostels for secondary school pupils. A special practical course has also been organised for candidates to the fellowship examination. The plan to establish a certificate qualifying the holder to teach in secondary schools aims at providing a truly educational training for non-graduate teachers.

In *Austria*, new curricula are being introduced in the first four classes of the normal schools. Various measures have been adopted to improve the training and professional status of secondary school teachers and an attempt is being made to organise visits to other countries for different categories of teachers.

In *Hungary*, the former normal schools are being replaced by training colleges with a three-year course of study, candidates for which must have passed the matriculation examination. Half of the students are boarders. In 1948, the Institute of Educational Sciences, comprising four sections of education, psychology, sociology and adult education, was opened.

In *Czechoslovakia*, the refresher courses organised by the faculties of education on Saturdays and Sundays and during the holidays were attended last year by over 7,000 teachers. Henceforth, teachers in the basic technical schools will be trained in the faculties of education. Mention should also be made of the increasing activity of the teachers' research groups composed of teachers from all the various grades of education, except higher education, who meet together to study educational problems.

Two teachers' colleges were recently opened in *Poland* to train teachers for vocational schools. Candidates must have previously completed a vocational secondary school course.

In *Portugal*, future teachers of preparatory and vocational courses, holding diplomas at the corresponding levels, will be admitted to a probationary training period after successfully passing an examination.

The professional training of teachers in *Australia* received special attention during the past year. At the beginning of 1948 the University of Western Australia set up a Faculty of Education, which aims at awarding the degree of Bachelor of Education after 4 years of study. The Government of Tasmania has decided to entrust the training of teachers entirely to the University of Tasmania. The University of Adelaide now awards an Associateship in Arts and Education.

In *New Zealand*, a fifth Teachers' Training College, situated in the Auckland Education District, was opened; it will be attended by the majority of Maoris preparing to be teachers and will specialize in the problems of native education and in the preparation of teachers for work in rural schools in general.

In the *Argentine*, Latin, considered indispensable for the study of the humanities, will henceforth be a compulsory subject in the teacher training programme.

In *Colombia*, the curriculum of the rural normal school has been broadened and the Higher Normal School, which prepares teachers of languages, natural sciences and mathematics, has instituted specialisation in educational sciences (4 years).

In *Uruguay*, the teaching methods syllabus for the 7th year at the normal schools has been enlarged and an open professorship in education and connected subjects has been inaugurated in normal schools.

To face the demands resulting from the creation of rural centres in *Ecuador*, a reform of the study plans and curricula of the 8 existing normal schools has been carried out. Physics, chemistry, zoology, botany and anthropology are no longer taught as separate subjects, but are included under the general title of "agriculture-breeding".

At the beginning of the 1947-1948 session, *Egypt* established an elementary training school for men teachers, two elementary training schools for women teachers, and a rural training school with a farm attached. A new section in the Higher Training College was also opened for training teachers of French.

In *Iran*, the classes for student teachers have been reduced to one year, but as a prerequisite for admission to these classes, the junior secondary school certificate is now required. A series of lectures have been organised to initiate infant school teachers in the new method aiming at simplification of the alphabet.

In *Syria*, a vacation school in agricultural education was organised with a view to training the village teachers in elementary agriculture. The Ministry intends to replace the village primary schools by rural schools.

Five more rural teachers' colleges have been opened in *Iraq*. The Queen Aliya Institute for the training of secondary school mistresses has extended its course of study to 4 years. Refresher courses were held during the summer for teachers of English and for kindergarten mistresses.

In *Burma*, a State Training College for Teachers was opened in 1947-1948. Special features of the college are the training given to 'project' centred work and to the teaching of arts and crafts.

## TEACHERS' STANDARDS OF LIVING

The urgent need of ending teacher shortage and of combatting rising living costs has induced school authorities in many countries to improve material conditions for teachers. One such step in this direction has already been referred to above, and other examples are given below.

A mixed committee met in *England* to consider the question of new salary scales; its recommendations were accepted. Addi-

tions to these scales are allowed for further training, for a university degree, and for posts of special responsibility.

The report on *France* announces a re-classification of officials, which will be of especial benefit to teachers, and the widening of the scope of social security measures. Pending the passing of a by-law, representative technical committees have been appointed, whose members are equally divided between teachers and administration.

Primary and secondary teachers in *Italy*, as well as university professors, now enjoy a higher official status. Certain study allowances have in addition been granted them. In certain cases, secondary school teachers and university professors may continue in service beyond the age of retirement.

Almost everywhere in *Switzerland* too, similar salary adjustments have been made.

In *Holland* the salaries of the staffs of secondary and pre-university schools have been increased.

In *Sweden* new salary scales were brought into force in 1947, reducing the differences between the different grades. Steps were taken to improve teachers' accommodation.

Recently, promotion certificates were introduced in *Belgium*, giving the right to an annual increment, for holders of a degree in pedagogy or in vocational guidance and selection.

The revision of the salary scales of officials in *Luxemburg* gave rise to the reclassification of primary school teachers, and equalised salaries in town and country. The gap between the salaries of men and women teachers has been reduced. The same law brings considerable salary increases to secondary school teachers.

In *Finland* the conditions concerning sick leave have been improved.

In the report from *Australia* it is clear that there too the general tendency is towards an increase in teachers' salaries.

In *Canada* salaries considered too low have been increased according to schedules varying from province to province. In many cases teachers' pensions have been increased to approximately 50% of the salary at age of retirement.

The average salary of a teacher in the *United States* is about 2,250 dollars a year, but salaries vary considerably from one state to the next. Over the last two years there has been an average increase of 13%. Several states have now accepted the standards advocated by the National Education Association of a 2,400 dollars a year minimum for teachers beginning with a university degree and professional training. Several local authorities have adopted a single salary scale for elementary and high school teachers. Pensions have been increased in 25 states and steps have been taken to ensure teachers more secure tenure. In some states and communities the ban on married women teachers has been raised.

In *New Zealand* new regulations have been drawn up which grant a general increase of about 11% in teachers' salaries, and which will lessen the gap between primary and secondary teachers' salaries.

In the *Union of South Africa* uniform salary scales were introduced in 1947 covering the teaching staffs of the various education departments. Although complete uniformity has not yet been reached, matters in this respect have been very considerably improved.

The report from *Uruguay* makes mention of the recent state law increasing the salaries of all officials. A scale more favourable to secondary school teachers has been drawn up; it has six different categories, based on the number of years of service and hours of work. The same scale will in future apply to teachers in normal schools whose salary was previously well below this standard. The Council on Salaries has approved a decree fixing the salaries for the staff of private schools.

The new budget-estimates for *Costa Rica* provide for an increase in the salaries of teachers taking evening classes for adults.

Henceforth, at the request of the teachers themselves, teachers' salaries in *Turkey* will be paid by the State. Formerly they figured in the district budgets.

In *Iran*, the new law concerning the reclassification of teachers has come into force. Under this law, teachers will enjoy more stability and will benefit by measures of social security and insurance.

In *Syria* also, teachers now enjoy a new status resulting in an increase in salary of about 40% on the previous scale.

The Ministry of Education of *Iraq*, assisted by some semi-governmental and professional associations, has prepared a draft for a Teachers' Service Bill for presentation to Parliament.

\* \* \*

As already stated, we have confined this survey to questions of a general character. Other aspects, many of them undoubtedly of great importance, are dealt with in the national reports that now follow. Here the reader will find, in addition to more detailed information on the points mentioned above, data concerning further education, adult education, special schools, physical and health education, school broadcasting and educational films, textbooks, school canteens, the psychological services connected with schools, and youth movements.

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## ARGENTINA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*General Considerations. — School Administration and Organisation. — Curricula and Methods. — Out-of-School Services. — Travel and Scholarships. — Conclusions.*

**General Considerations.** This year has been one of intense activity in Argentina with a view to adapting education to the principles of the present Government. A Secretariat of Education has been established, independent of the Ministry of Justice and granted the same prerogatives as a Ministry. This step has considerably speeded up everything connected with public education and has permitted the steps enumerated in the present report to be enforced.

**School Administration and Organisation.** Except for a few slight modifications, the structure of school administration has remained the same. A Corporative Board of Private Education has been established and appointed to supervise private secondary (grammar) and primary schools.

Pre-apprenticeship has been instituted in all schools placed under the control of the National Education Council. Pupils thereby acquire the first elements of manual and domestic labour.

The "*Misiones Monotécnicas y de Extensión Cultural de Residencia Transitoria*" and the "*Misiones de Cultura Rural Doméstica*" have been considerably developed. Their object is to organise schools for a limited period, in order to provide tuition especially useful for a particular region. The ground for adopting such an educative method is that it satisfies the needs of Argentina's vast territory and may be adapted to the various climates and the numerous possibilities of that country and also to the diversity of its produce.

**Curricula and Methods.** Latin, considered indispensable for a study of the humanities, has been made compulsory in the curricula of the basic and advanced courses in teacher training.

After a lengthy survey, new university legislation was promulgated, which will bring the five national universities of Argentina under unified regulations.

<sup>1</sup> From the report sent by the Secretariat of Education of Argentina.



A National Conference for Education and Coordination has studied the problem of unifying education and the best means of attaining this aim.

The General Direction of Technical Education has modified the curricula of schools placed under its jurisdiction, with a view to adapting them to the constantly increasing industrialisation of the country.

The National School Broadcasting and Films Committee has undertaken to use both these important means of spreading knowledge and to apply them to education.

In order to facilitate pupils' guidance, a Vocational and School Guidance Clinic has been established, with this motto: "The teacher is a friend". It aims to help primary and secondary school pupils to solve their problems, whatever they may concern: studies, vocation, or merely information.

Physical education has been increased in a remarkable way, in order to improve health conditions and the physical fitness of pupils.

**Out-of-School Services.** Medical assistance services have been arranged in all parts of the country from which requests were received. Important propaganda in favour of vaccination for the prevention of smallpox and diphtheria has been launched, wherever necessary, throughout the country.

An interesting initiative, the importance of which increases continually, is the foundation of "School Clubs", and their out-of-school activity creates a bond between school and family. The welfare foundation "María Eva Duarte de Perón" has made a large contribution through gifts and material help.

**Travel and Scholarships.** The outstanding characteristic for the year coming to an end is the development of group travel by students in all parts of the country. The national celebrations have been the occasion for numerous exchanges of students between the various towns, enabling them thereby to get acquainted with their fatherland. A number of students having obtained the secondary education diploma were awarded scholarships to go to Europe and to North America in order to improve their minds.

**Conclusion.** To integrate education and improve it in every way, in conformity with the national educational principles, such is the constant care of the Government, which will spare no efforts in order to attain this end.

## AUSTRALIA

### EDUCATIONAL DEVELOPMENTS DURING 1947-1948<sup>1</sup>

*Educational Administration and Organisation. — Adult Education. — New South Wales Institute of Technology. — Education of Migrants. — Universities. — Decentralised Control. — Curriculum Revision. — Teaching Staff. — Salaries. — Recruitment. — Training. — Auxiliary and Out-of-School Services. — Evening Colleges. — Educational Films. — Physically Handicapped.*

#### EDUCATIONAL ADMINISTRATION AND ORGANISATION

**Adult Education.** During 1947 all of the Australian States showed increased interest in providing facilities for the development of adult education. Three moves may be regarded as specially noteworthy.

Firstly, the State of Victoria, having passed an Adult Education Act in 1946, proceeded to put it into actual practice during the following months. By this Act a Council of Adult Education had been set up with a full time Director, as its Executive authority and with a grant of £ 20,000 per year. The Council, regarding cultural activities as its most important sphere of action, organised a Summer School consisting of lectures on topical problems, recitals by prominent musicians, discussion periods and folk-dancing; and then sponsored a number of plays of recognised dramatic worth. Realising the need to extend cultural facilities to country areas it has begun the formation of a group of players with all necessary equipment to tour country centres and present first-class plays. It hopes in the future to set up country leaders who will do much to extend and develop the cultural activities necessary in adult education. In Western Australia there has been an interesting development which is very similar to the Victorian attempt to provide cultural opportunities for country people. Under the auspices of the Adult Education Board a scheme called "Music for Everyone" has begun to function. It arranges for musicians and vocalists of note to tour the country towns and has been so successful that it is intended to expand the service in the future by sending drama groups as well as musicians.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Dr. E. R. WALKER, delegate of the Australian Commonwealth Government.

Secondly, following the raising of the leaving age to sixteen years, Tasmania decided that it was necessary to follow up school courses with continuation work at the adult level. It sought the advice of Dr. W. G. K. Duncan, a recognised authority on adult education in New South Wales, and received a report from him recommending certain fundamental steps to be followed in setting up such continuation work. As a result of this report the Government of Tasmania has formed a Council to recommend the best way in which Dr. Duncan's report can be put into operation.

Thirdly, late in 1946 the Federal Government approved the expenditure of £ 20,000 per annum to assist in general educational and cultural activities including the preparation and distribution of a publication on current affairs. It was expected that such a publication would be of great value to discussion groups. The Commonwealth Office of Education was given the task of production and the first of a fortnightly series of sixteen to twenty page booklets entitled "Current Affairs Bulletin" appeared in September, 1947. Each bulletin provides informative materials concerning a single question of topical interest together with questions for discussion and a brief reading guide. Subscription rates are low with considerable reductions for bulk orders. By the end of the year the subscription list was over the 15,000 mark.

#### **New South Wales Institute of Technology.**

Another noteworthy development in higher education has been the establishment of the New South Wales Institute of Technology. The Minister of Education in New South Wales appointed a Development Council and charged it with the responsibility of bringing the Institute into being. The Council included representatives of the Government, the Sydney University Technical College, and various industrial organisations. Its main task was to incorporate the Institute as one that would provide technical courses at University and post-graduate level, grant awards to those who complete its courses, carry out investigations aimed at adapting scientific discoveries to industrial purposes and to set up a sound and democratic system of control. It is intended that the Council shall be replaced by a permanent governing body similar to that of a University.

It is intended to begin with a group of engineering degree courses which would suit Australian industrial requirements, which would extend over four years, and which in subject content and study, would compare favourably with those of leading universities and technical instruction overseas.

#### **Education of Migrants.**

At the request of the Department of Immigration, the Commonwealth Office of Education undertook the organisation of an educational programme for Displaced Persons from Europe who arrived in Australia during the year. The educa-

tional programme was divided into two major sections—instruction in the English Language and instruction in the social customs and organisations of Australia. The syllabus on Australia attempted to cover some information on the historical background of the country and its place in the British Empire, the Pacific and the world in addition to the main geographical features of Australia, the duties of citizens of the country, the privileges of Australian citizens and the systems of money and weights and measures in common use. The language instruction was designed to give the migrants, when they left the camp, the use of sufficient English to enable them to meet most situations effectively and to take their place in the Australian community without undue hardship.

**Universities.** The Commonwealth Government continued its policy of assisting research and the training of research workers in the physical and social sciences the grant for that purpose being raised from £ 67,000 to £ 82,000. It also proceeded with the establishment of the Australian National University at Canberra for post-graduate research by appointing a Vice-Chancellor and inviting a number of Australian Scientists who have become world-wide authorities in their particular spheres to form an Academic Advisory Committee, to advise on the establishment of the research schools of the institution.

During 1947, the living allowance to students receiving assistance under the Universities Commission Scheme of financial assistance was raised by £ 13 per year, so that students living at home may now receive £ 117 and those away from home £ 156 in addition to having their fees paid and being given an allowance for books and material. During the year, 1996 persons received assistance under this scheme, 1753 at the Universities and 243 at Technical Colleges.

As anticipated the numbers of men and women from the Services requiring rehabilitation courses increased in 1947, as 7,793 full-time and 3,668 part-time students at the Universities and Technical Colleges were provided for under the Commonwealth Reconstruction Training Scheme.

**Decentralised Control.** In each of the Australian States since the inception of universal education, the administration of this service has been highly centralised in an attempt to ensure that sparsely populated areas should receive as efficient a service as the more densely populated ones. With the increase of population in certain areas has arisen a demand for some measure of local control. This has resulted in the first experiment in the decentralising of educational administration in Australia. This has taken place in New South Wales where the Murrumbidgee Area Directorate of Education has been established embracing approximately 300 schools and 16,000 children. It is under the control of a Director who carries out such

functions as the supervision of schools, appointment and transfer of teachers, leave of absence, the planning of new buildings, and the repairing and renovating of existing ones, but in matters involving policy the Director must refer to the Director-General in Sydney. The functioning of this unit will be watched with close interest by other States of Australia as well as New South Wales and it may have some influence in shaping the form of educational administration in the future.

### CURRICULUM

**Curriculum Revision.** Although committees have been working on curriculum revision in several States, their work has not reached finality. It should be possible to make a more detailed report under this heading next year.

### TEACHING STAFF

**Salaries.** Throughout Australia there has been a movement towards increasing the salaries payable to teachers. No doubt this has been due in part to the increased cost of living and the general improvement of salaries to all public servants but it has been due also to the greater recognition of the importance of the work of teachers and the need to secure the best recruits to carry out that work. The distinct improvement in salaries should do much towards attracting recruits to teaching.

Some idea of the advances which have been made may be gauged from the expenditure on teachers' salaries in the State of New South Wales before and after the increases were made. In 1946, the aggregate amount was £4,600,000 which increased by £700,000 to £5,300,000 in 1947. Although part of this increase is attributable to factors such as the increase in the number of teachers, the bulk of it is due to the rise in salaries.

**Recruitment.** The shortage of teachers in Australia has been an acute problem and has prevented the implementation of many progressive moves in educational practice. It has been estimated that the shortage of teachers in 1947 would be about 1150 and about 1200 in 1948, but if proposed reforms such as raising the leaving age and reduction in the size of classes were introduced, it would mean an approximate shortage of 10,000 teachers or roughly 30 per cent of the existing staff.

Each State Department has taken action to overcome this serious shortage by improving salaries, granting better allowances for students and making available scholarships for prospective

teachers. In Victoria, the Education Department appointed a Recruiting Officer to encourage the flow of recruits to the service, especially from the reservoir of ex-servicemen and women who were seeking to rehabilitate themselves.

Some States are seeking to recruit teachers from Britain, and with the concurrence of the British Ministry of Education, have set up committees in London to select suitable applicants. It is intended to bring many of these teacher migrants into Australia under the "group nomination" scheme whereby they need have no contacts in Australia yet may still receive assistance with their passage. Other teacher migrants who are nominated by individuals in Australia are assured of positions before they leave their former homes.

**Training.** During 1947 there were indications in Australia that professional training of teachers was also receiving more attention. Tasmania, Western Australia, and South Australia planned important changes in their systems of training.

At the beginning of 1948 the plan of the University of Western Australia to set up a Faculty of Education will come into force. It aims to grant the degree of Bachelor of Education as a first degree equivalent in standing to the first degrees awarded in other faculties. The course will extend over four years and candidates will attend both the University and the Teachers' College, as practical work will be spread over the four years of study. The actual subjects taken will be in two groups—those designed for thorough professional training and those designed to broaden cultural background.

In Tasmania it has been decided that the training of teachers will be undertaken entirely by the University of Tasmania, the Education Department awarding studentships of 2, 3 or 4 years duration at £ 140 per year plus all fees. In addition, the Department will absorb those students immediately they complete their training. The main course of three years and longer provides for undergraduates to complete their degrees in arts, science or commerce with Education as a compulsory subject. After completion of a degree, students must study for an extra term in order to obtain a University Certificate to teach or for an extra year in order to gain a Diploma of Education. Provision is also made for non-matriculants to cover a three years' course to obtain the University Certificate enabling them to become infant and primary school teachers. During the transition period when no out-going graduates will be entering the profession from the University, the Education Department has plans for an Emergency Training College providing a twelve months' course for suitable entrants to the teaching profession. These recruits will be paid the same training allowance as those at the University and will be graded as uncertificated teachers on completion of their course.

The University of Adelaide in addition to awarding Diplomas in Primary, Pre-Primary and Secondary Education now awards an Associateship in Arts and Education. The course includes six of the subjects prescribed for the Bachelor of Arts degree as well as training at the Teachers' College. As it is the intention of the Department of Education to make it possible for all normal teacher trainees to qualify for the Associateship by extending the training course to three years, this means that the role of the University in the training of teachers will be considerably increased.

As the extension of the training course is likely to accentuate the present teacher shortage, the Education Department of South Australia has set up an Emergency Training College similar to the English ones in order to recruit suitable adults to increase the normal teacher recruitment.

#### AUXILIARY AND OUT-OF-SCHOOL SERVICES

**Evening Colleges.** To provide for the period between school and adult life the New South Wales Education Department has established Evening Youth Colleges. The Colleges are to be essentially of a cultural and general educational character and are non-vocational. It is intended that they should be devoted to the community welfare of youth and consequently take the form of a club, meeting together for opportunities for discussion, instruction and social exercise. Teachers give courses in primary and secondary instruction to suit any individual needs, but the primary function is to give groups of students the opportunity to meet their fellows in an environment where their social and individual needs may find expression.

**Educational Films.** In the field of visual aids in education, the various State Departments have continued to expand their services to schools. The production of 16 mm. films has greatly increased and many have been bought for schools which are often grouped to make full use of the more expensive moving picture equipments. The Commonwealth Office of Education completed a survey of the provision of visual aids by State Education Departments. The National Library has continued its policy of building up a reference collection of educational films and has organised a scheme whereby new acquisitions are appraised by representatives of the various State Advisory Committees and Education Departments so that their worth is known to those most likely to use them.

**Physically Handicapped.** The education of handicapped children has also received further attention during the year. There has been a distinct tendency to provide facilities for children with only partial

handicaps in conjunction with normal children rather than to group them with those who have worse failings. This trend has resulted in some changes, the success of which cannot be assessed at such an early stage. In South Australia there is a move to follow the N.S.W. lead of re-establishing partially deaf children with normal classes while in N.S.W. and Western Australia classes for partially sighted children have been organised. Victoria has also commenced a Remedial Gymnasium to carry out physical exercises necessary to counter certain weaknesses; this again is only a part-time arrangement, the selected children attending half a day each week for sixteen weeks.

Child guidance work has developed considerably during the year. With the establishment of guidance services in Victoria and Queensland, each State now has a Guidance Service. Those which had been established earlier extended their activities and improved their techniques. The new Commonwealth Office of Education has provided a common meeting ground where guidance experts from all States are able to discuss problems affecting all the States.



## AUSTRIA

### EDUCATIONAL DEVELOPMENTS IN 1947-48 <sup>1</sup>

*Introduction. — Educational Reconstruction. — Educational Reorganisation. — Primary and Secondary Education. — Curricula. — New Types of Schools. — Infant Schools. — Rural Schools. — Secondary Schools. — Teaching Aids. — Federal Institutes. — Specialised Education. — Textbooks. — Junior Red Cross. — Workers' Secondary Schools. — School and Vocation. — Youth Activities. — Popular and Adult Education. — Popular Centres. — Peoples' Universities. — Popular Libraries. — Popular Art. — Organisation. — Higher Education. — Teachers. — Number of Institutions and Students. — Administrative Tasks.*

#### INTRODUCTION

##### **Educational Reconstruction.**

Last year's report presented the whole Austrian school system in the light of reconstruction, a return to normal, and school reorganisation according to needs originating through the present situation.

During the past year, within the limits of present material conditions, it has been possible to attend to the most urgent needs, as regards repair of war damage suffered by school buildings and equipment. In this field, foreign aid has again been of great help.

##### **Educational Reorganisation.**

There was great activity connected with the reorganisation of the educational system. The principal concern has been the adaptation of existing types of schools to present needs, rather than the creation of new types. Measures due to the war and its consequences have been rescinded, thus enabling the Austrian school system to approach more closely pre-war conditions. The contacts re-established with foreign countries have brought educationists in touch with the great flow of ideas regarding educational problems. It has been possible to put to good use the results of the latest research and observations in the educational field.

There is, broadly speaking, a strong trend in favour of the revival of the Austrian school, with a view to restoring it to the place it formerly occupied among the progressive nations working for educational advance.

<sup>1</sup> From the report sent by the Austrian Federal Ministry of Education.

## PRIMARY AND SECONDARY EDUCATION

**Curricula.** The reorganisation of primary, secondary, and other types of schools has necessitated a reform of school curricula. With the collaboration of the teaching profession, directives have been worked out for the institution of study plans in primary and secondary schools in 1948-49. These directives are to serve in setting up unified study plans containing a better distribution of subjects, based on modern pedagogical and psychological data, and adapted to present needs.

New programmes are at present being tried out in the first four normal school classes. Professional training begins in the third year, with the class in general psychology. In the fourth year are added educational psychology, teaching methods, organisation and class management (*Klassenkunde*), class visits, practice in teaching and discussions, covering eight weekly hours in the first semester and nine hours in the second. The fifth year of study includes teaching, school organisation and legislation (*Schulkunde*), history of education, and the continuation of practical exercises. A modern language (English, French or Russian) is taught, together with Latin.

The study plans of vocational schools, and of the upper classes of the School of Electronics, include general culture, specialist classes, classes in commercial economics and law, technical design, workshop practice, industrial hygiene, and physical culture.

New curricula are being tried out in vocational domestic training schools. Together with the general culture divisions, they include courses of vocational specialization, commercial economics and law, as well as optional classes.

**New Types of Schools.** A few new schools are planned for the year 1948-49. A four-year domestic science school will train girls for responsible positions in institutional administration, whilst a Tourist Academy (four years of study) will train employees for travel bureaux.

**Infant Schools.** The number of kindergarten is constantly increasing. In order that they might retain their educational character, a conference devoted to early childhood education which was attended by foreign delegates, was held in June, 1948. Collaboration between the various institutes of the University was strengthened, with a view to enabling the practical application of the latest discoveries made in the field of psychology. Twelve kindergarten mistresses were sent to study in Switzerland, and a section of pre-school education was created in the Federal Ministry of Education. Lastly, through the appointment of several kindergarten women inspectors, improved educational control of these institutions was made possible.

**Rural Schools.** The improvement of rural schools is the object of very special attention. The results of the Congress on Rural Education have been summarized in an important work by Dr. Ludwig Lang, *Landschule und ländliche Erziehung in Oesterreich*. Many teachers' conferences have studied the means of checking the exodus from rural regions, and creating a rural school based on the needs of country dwellers. These endeavours are supplemented by classes on country life, and by study weeks devoted to the rural school.

**Secondary Schools.** Measures adopted last year have been completed. The first endeavour is to raise the level of these schools. The special measures and examination facilities granted during, and at the end of, the war, have been abandoned little by little. Methods of selection utilised during secondary school studies are being thoroughly examined and the matriculation examination has regained its pre-war significance.

**Teaching Aids.** The use of audio-visual aids is still greatly hampered by the lack of apparatus and material, especially wireless receiving sets for schools, and this problem is faced with the greatest of difficulties. The same is true for school furniture, books, and equipment. In the domain of musical education, music-appreciation hours have been resumed, giving pupils the opportunity of hearing good music performed by virtuosi.

The Government has taken over 44 private secondary schools, and has extended the scholarship system, in order to counteract lowered social conditions.

As regards the training of secondary school teachers, various measures have been adopted. Contacts with foreign countries have been resumed, and an attempt is being made to organise teachers' visits to other countries.

**Federal Institutes.** The federal institutes are boarding establishments offering general or vocational training to gifted pupils, chosen in particular among children suffering from "below par" social or educational conditions. With the aim of encouraging especially gifted young people, these institutes admit picked secondary school pupils from all the provinces of the country—young people who would not otherwise be able to complete their secondary school studies. Besides the pupils' intellectual formation, the federal institutes are especially interested in personality and character education, and offer pupils the same educational and cultural opportunities as would the family setting. Thus, these institutes play an important part socially, for gifted pupils of modest background are granted large reductions in educational expenses.

Until now, three federal institutes of secondary education have been established, one for boys' at Liebanau, near Graz; and two for girls, one at the Traunsee Castle in the Salykammergut, and the other at Vienna. Moreover, a federal domestic science institute for girls has been created in Türrnitz. The federal Ministry of Education is also planning the reconstruction of the Traiskirchen Federal Institute, as well as the creation of two federal institutes of higher secondary education (*Aufbauschule*), and a boys' secondary institute, which would serve the western territories of Austria. For boys, it is also planned to establish two federal institutes of technical and industrial education. For the moment, these plans cannot be realized, for lack of appropriate buildings and necessary funds.

The federal institutes are directed according to the most modern educational principles. It is hoped that the progressive development of these institutions will enable them to play a rôle in the international exchange of pupils, and thus to serve the ideal of peace and friendship among peoples. In so doing, the federal institutes would merely cement anew a tradition interrupted in 1938, and which had found a particularly favourable welcome in England, and in the United States.

**Specialised Education.** The development of all branches is being followed with the greatest of interest. The State has taken back the Central Institute for the Blind, and the Deaf and Dumb Institute, and is in charge of the training of specialised teachers. It is planned also to publish didactic works regarding the education of children suffering from paralysis, speech defects, or from character difficulties.

**Textbooks.** To date, with the support of the Allied Educational Commission in Austria, and the collaboration of specialists, the Ministry of Education has published 280 new textbooks, the total number printed being 7,221,000 volumes. Other textbooks are being prepared, so that it may be said that the book crisis is being overcome in Austrian schools.

**Junior Red Cross.** The Junior Red Cross has been reorganised with the aid of the federal Ministry of Education. With a central administration in Vienna and regional bodies, it boasts at present 450,000 members belonging to all types of schools. During the summer of 1948, an international camp was organised, which was attended by over 100 teaching candidates. Information about the Junior Red Cross appears in the state-owned magazine *Junges Volk*.

**Workers' Secondary Schools.** In 1948, the twentieth anniversary of the institution of workers' secondary schools was celebrated. They give professional workers the opportunity to

reach the matriculation standard in nine semesters. There are two official and two private workers' schools, both of which are well attended and produce excellent results. They are especially noted for the excellence of choice of pupils, and for the fine performance of the latter, who enthusiastically concentrate on the goal they set for themselves.

**School and Vocation.** A Ministry of Education section of this name is studying problems touching on relations between school and family, and is seeking solutions based principally on the interests of the pupils themselves. Its activities are centred on psychological examinations, methodical research, and vocational guidance. During the year, 2,800 candidates for 29 vocational schools, and one normal school, have taken a professional aptitude examination, before admission to these schools. Checks carried out during the whole school year have proved that the pupils of preceding groups, who had not been subjected to an aptitude examination, gave average results noticeably lower than those of the group examined. The former scepticism of teachers in regard to vocational guidance has given way to a completely positive attitude—the best proof of which is the fact that the teachers themselves ask that vocational guidance be introduced in establishments where it does not yet exist.

The vocational guidance examination, instituted for the first time in a normal school, has as its object to prove that it was possible to note the existence, or lack, of teaching aptitudes in a candidate, even before he entered the normal school. Although the experiment carried out at the Linz Normal School may be henceforth considered as a success, results will still be checked in 1948-49.

A special test was introduced during the year 1947, after comparative study had been made of the pupils' intellectual aptitudes, and their scholastic attainments. In the spring of 1948, for the first time in Europe, a large-scale enterprise called "Census of Scholastic Levels" was undertaken in all types of schools existing in Austria. More than 100,000 pupils of both sexes were examined by this test. Naturally, the recording and study of the results of this experiment will take a certain time, and the result has not yet been published.

The educational journal *Junges Volk*, published by the Government Publications Office (*Oesterreichischer Bundesverlag*) has begun the publication of a series of articles concerning various professions. In each issue of this periodical, an article adapted to the development and interests of pupils, from 12 to 14 years of age, acquaints them with a trade or profession of interest to the country's economy, and which, up to the present, has awakened little interest in young people, either because it is ignored or little known, or because it is misunderstood.

Another publication, *Schule and Beruf*, was introduced in the midst of the last school year. Each issue of this magazine studies a new trade, always in the field of professions of interest to the country's economy, and adhering to the following outline: the historical evolution of the trade; the trade as practised today; physical, intellectual and moral aptitudes required; present training possibilities; possibilities and conditions of promotion; the possibilities of specialisation or of supplementary studies in the case of change of associations; and opportunities of work in related professions.

This publication is to be found in all school libraries, public libraries, popular education centres, workers' centres, parochial libraries, etc. Thus, parents and children have the opportunity, without expense, of being informed on the various professions which may interest the child, and of studying to better advantage, before making a choice, whether the boy or girl will in fact find in the profession contemplated the realization of his or her ambition. Also, teachers will find in this periodical the documentation necessary for preparing lessons on the choice of career.

#### Youth Activities.

A section of the Ministry of Education continues to study the question. The organisation of activities for young people has been facilitated by the creation of regional youth centres (*Landesjugendreferate*). Following three conferences, a common plan of action has been reached. A special publication has been created under the title of *Oesterreichischer Jugend-Informationsdienst, Nachrichtenblatt des Bundesministeriums für Unterricht (Abteilung Jugend) und der Jugendreferate in den Bundesländern*. Moreover, the youth section gives its views for film criticism to the Youth Commission of the Ministry of Education, and is interested in the organisation of theatrical performances for the young and in the activity of the Austrian League of Youth Hostels.

Among the Youth Section's activities may also be mentioned the organisation in 1947 of a vast competition in drawing and painting for the young. The best works contributed were assembled in a travelling exhibition which covered most of the provinces. The 1948 song festival of Austrian youth, in which 936 choral sections with 32,000 singers took part, was triumphantly successful, and will be repeated annually. An exhibition of literature for the young will take place at the Vienna House of Arts from 20<sup>th</sup> November to 25<sup>th</sup> December, 1948.

### POPULAR AND ADULT EDUCATION

#### Popular Centres.

Since popular education is developing rapidly in Austria, it is necessary to enlarge the existing popular centres and to create new ones. These centres, which are also used

for summer courses, are scattered over the entire Austrian territory. Thanks to State aid, aid from Lower Austria, the city of Vienna, and the Austrian Tradesmen's League, the Austrian Gruntvig Society has been able to found a popular centre at Payerbach, on the model of Danish centres. The Austrian Tradesmen's League maintains several popular centres itself—in Vienna, Upper Austria, Salzburg, the Steiermark, and the Tyrol.

**People's Universities.** In Vienna, the number of People's Universities has risen from 13 to 15. During the 1947-48 winter semester, 470 teachers conducted 654 classes, and organised 1,998 special occasional events, with 400,199 participants.

**Popular Libraries.** Libraries have suffered extensively from war damage. In 1948, an Austrian society of popular libraries was founded on the initiative of the federal Ministry of Education. Fifty new libraries have been created, which brings the total number to 1,280. Travelling libraries are given an important rôle, especially in mountainous regions.

To encourage the development of libraries, each provincial committee of popular education now possesses an information bureau, designed to advise and complete the training of librarians of popular education.

Official and private figures in popular education gathered at numerous conferences, to discuss theoretical and practical problems.

**Popular Art.** Popular art has an important part to play in the training of the people. The Austrian "Glee Club", devoted itself to the research, arrangement, and popularizing of ancient manuscripts, has organized many broadcasts, and been responsible for several publications. Together with other societies, it has participated in the organisation of various festivals (song, music and folk-dancing). The number of schools of folk music is increasing greatly.

**Organisation.** Associations named *Heimatwerk* have come into being in almost all parts of the country, in order to serve as a liaison between the various societies of popular education. The regional associations will be grouped under the title of *Oesterreichisches Bildungswerk*. A plan of regulating popular education has been worked out, with the aim of marking the field covered by the various authorities, and defining principles of education suitable for the whole of Austria.

## HIGHER EDUCATION

**Teachers.** The gaps produced within professorial ranks have been filled during the past year by the appointment and placing of new teachers. Moreover, scientific departments are again providing welcome contingents of younger recruits. The number of research laboratory assistants has risen to 650, that of university assistants to 588. The status of these assistants is to be improved, and a new regulation concerning them is being drafted.

**Number of Institutions and Students.** The number of establishments of higher education remains unchanged, as much in the scientific as in the artistic field. The number of students has risen to 34,541 for the 1947-48 winter semester.

**The Administrative Tasks.** The administration of the institutions of higher learning had to devote itself primarily to the repair of school buildings. At the same time, it was necessary to complete or renew the equipment of institutes, laboratories and libraries. Despite the pressing needs in the material field, an attempt was made, at every possible opportunity, to permit the universities to renew relations with scientific life abroad.



## BELGIUM

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Educational Administration and Organisation. — Educational Structure. — Continued Education. — "Pre-Nursing" Courses. — School Buildings. — The State and Communal Schools. — Secondary Schools. — Creation of a Latin-Science Section. — Structure of Technical Education. — Higher Education. — Modernizing the Administration. — Curricula and Methods. — Towards the Reform of Secondary Education. — Kindergarten Curricula. — Mother Tongue and Arithmetic in Primary Schools. — Teaching of Handwriting and Arithmetic. — Physical Education. — Educational Innovations in Secondary Schools. — School Art. — School Broadcasting. — School Films. — Textbooks. — Teaching Staff. — Status of Teachers. — Recruitment. — Training of Teachers. — In-Service Training. — Auxiliary and Extra-Curricular Services. — Physical Education Facilities. — Outdoor Classes. — Holiday Camps. — Medical and School Psychology Services. — Educational and Vocational Guidance. — School Canteens. — Youth Movements. — Art Education. — Travel and Exchanges. — Conclusion.*

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### EDUCATIONAL ADMINISTRATION AND ORGANISATION

**Educational Structure.** No important structural changes have occurred in the Belgian educational system during the past school year. Even school reforms now under way, especially those appertaining to secondary and normal schools, have respected long-established systems, and brought their principal effort to bear on questions of curricula, methods, techniques, etc.

**Continued Education.** The experiment in continued education for 12 to 16 year-old pre-adolescents, started shortly after the liberation, in the cantons of Eupen, St-Vith and Malmédy, will be abandoned after the present school year. The schools devoted to this branch will be adapted to ordinary or vocational secondary education at the beginning of the new school year, in September 1948.

**"Pre-Nursing" Courses.** It was similarly decided not to continue the *pre-nursing* courses, organised experimentally in some normal schools for teachers of the very young.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. R. MERECY, delegate of the Belgian Government.

**School Buildings.**

It is important to point out the creation of a fund for school construction, which should in a few years permit the enlarging and modernizing of buildings used by the State secondary schools, as well as the erection of a certain number of establishments answering present-day needs.

**The State and Communal Schools.**

Since certain communes cannot support the financial burden of organising and running secondary schools, there is a tendency to have the State take back these communal educational institutions. Two communal schools were thus transformed into institutions directly under the Ministry of Education.

**Secondary Schools.**

Ten secondary schools, mostly including preparatory and senior sections, were opened in 1947. The experiment of practical sections—directed in general towards pre-vocational, agricultural, industrial, or homecraft education, has been continued and considerably expanded especially in the case of homecrafts.

**Creation of Latin-Science Section.**

In secondary schools themselves (school-period from 15 to 18 years), a Latin-Science section has been created as an experiment. It is designed mainly to prepare for the faculty of science.

**Structure of Technical Education.**

In this branch, a determined effort towards standardization took place, with the object of introducing order and unity among various schools of the same type and level, public and private, day and evening. With this end in view, the Department has published a series of model schedules, to which schools have been requested to conform but leaving a considerable margin for adaptation. As the question is a complex one, this rather laborious standardization is not yet completed. Other modifications are anticipated—for instance, the setting of a minimum standard of knowledge as a prerequisite for entrance to and graduation from each section. The State has created four technical schools during the past year.

**Higher Education.**

The project of setting up a selective university entrance examination has been abandoned, even by the University of Brussels, which had championed the idea for several years. However, the question is still being studied.

**Modernizing the Administration.** Few important changes have taken place in school administration. The "staff pattern" set up earlier is still in force. Certain attempts at technical modernization in the Central Administration took place, such as the use of recording apparatus, of the dictaphone type; the use of mechanical means for working out primary education statistics; the purchase of a large van for the transport of school and youth movement equipment; the acquisition of a van furnished with amplifying and recording apparatus for the School Film Service.

## CURRICULA AND METHODS

**Towards the Reform of Secondary Education.** As already stated, the Committees for the Reform of Secondary School Education are continuing their work, the results of which are not yet available.

As no structural modification has occurred, there has been no change in the general curriculum.

On the other hand, research and experiments concerning new methods have increased.

**Kindergarten Curricula.** Kindergarten or Froebel instruction has recently been revised, with a view to placing it more in line with the educational pattern of the Primary School Study Plan.

**Mother-Tongue and Arithmetic in Primary Schools.** On the primary educational level, the year has been devoted to a serious study of methods used in the teaching of the mother-tongue and of arithmetic. The first of these has been the subject of conferences and educational research. The second was featured in the principal exposés and discussions of the "Education Week" during the Easter vacation. Over 350 schoolmistresses and men and women inspectors, among them a dozen French and ten Dutch teachers, attended this refresher course, which took place at the State Normal School at Laeken-Brussels. An educational exhibition, organised at this school, assembled the most characteristic teaching material and school work relating to the teaching of arithmetic.

**Teaching of Handwriting and Arithmetic.** In collaboration with a University Commission, the Department is also studying the improvement of certain school techniques, especially those of handwriting and the teaching of arithmetic. Scientific enquiries are being undertaken.

**Physical Education.** There are several instances of the active interest aroused by physical education. The Department of Public Instruction has assumed ownership of a considerable amount of camping equipment, and has distributed it among various State normal and secondary institutions. At Virton, 150 teachers, under three physical training supervisors, have received instruction in camping, with a view to organising summer camps.

**Educational Innovations in the Secondary School.** Within the framework of secondary school education, various experiments have been carried out, in preparation of the extensive reforms in view. Amongst these were experiments in local geography, Basic Dutch, and natural science.

Thanks to the weekly afternoon reserved to extracurricular activities, and to the gradual renewal of scientific equipment and reference books in schools, a new impetus has been given to the active methods involving the direct participation of the pupil, working in his own laboratory and establishing his own collections, etc.

**School Art.** Related to these experiments is the great effort that is being put forth in the domain of the school theatre, school choirs, and other group activities. Again this year, the International Tournament of Choral Music was very successful, and contributed to the spread of good taste in music. Beginners' courses in dramatic art, organised last December at the Laeken Normal School were attended by many teachers and heartily appreciated.

**School Broadcasting.** Whilst remaining independent of the Ministry of Education, school broadcasting still keeps regular contact with it. It is especially appreciated in the field of primary education, where it strongly appeals to the pupils themselves, producing their work, and telling of their activities. One primary school even organises a weekly broadcast especially directed to pupils' parents—a new form of liaison between school and family.

On the level of post-primary education, the participation of schools is much less active and success less certain. Counter-measures are being taken to remedy this situation. The chief difficulty is in the shortage of receiving apparatus, and the absence of an "Information Bulletin" for teachers.

It is useful to recall the former Sunday morning broadcasts, known as "Radio-University".

**School Films.** The Department is experiencing a great deal of difficulty in remedying the situation brought about by the fire which completely destroyed the rich collection of school films. Nevertheless, the official film library is gradually being restored.

The first educational films are being prepared and even produced. Schools are collaborating in this field, whilst there is an ever more extensive use of the magic-lantern type of projector and of micro-films.

It is encouraging to note the benefit derived by the whole Belgian educational system from the big exhibition of teaching material held at Etterbeek Secondary School in 1947. The event was a great success, not only because of the number of Belgian and foreign exhibitors, but also because of the large attendance and the number of buyers.

**Textbooks.** The newsprint situation having improved, the principal textbook publishers have been able to resume production, and to alleviate the scarcity due to the war. Whole series of reprints are in the course of preparation. In view of the reforms now under way, many authors and publishers prefer to await the announcement of the new curricula.

In this connection, it is to be noted that, despite the views reiterated by progressive educationists, an exaggerated importance is still being given to textbooks. The authorities continue to warn teachers against mere book learning. 79 60 3

## TEACHING STAFF

**Status of Teachers.** In general, no important change in status has occurred during the year. However, in the State teacher training institutions no-one may henceforth be appointed unless he possesses the normal school teaching diploma, or the senior secondary school diploma (*licencié-agrégé de l'enseignement moyen du degré supérieur*), or an equivalent science degree. (Regent's decree of Oct. 20, 1947.)

As teachers in the secondary schools with a degree in physical education were put on the same salary basis as those with a degree in general subjects, the situation of teachers of educational gymnastics, holding a proficiency certificate, was considerably improved.

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**Recruitment.** Despite the numerous withdrawals in favour of other professions, and the vacancies in the normal schools, there are still many unemployed candidates, starting out in many educational careers. However, their number is rapidly decreasing, and it is to be feared that in a few years a scarcity will follow the present excess. The difficulty of recruiting substitute teachers, especially in the case of kindergarten teachers, should be noted.

On the other hand, the country temporarily lacks candidates for certain special categories of teachers, particularly for scientific drawing and physical education in secondary schools.

**Training of Teachers.** Teachers for general education are still trained in the normal schools for primary and for secondary school teachers and, in the case of degree students, in the universities.

It is considered that the instruction given at the normal schools is in need of reform. This is being undertaken in the Froebel and primary fields.

From now on, normal school students in the final year will spend two periods of a week each in an ordinary primary school in order to become better acquainted with all current aspects of school life. These periods will be supplementary to the teaching practice in the demonstration schools attached to the normal schools for primary teachers.

The professional training of teachers for junior secondary schools is still the object of criticism, and a special Reform Commission is endeavouring to solve this serious problem.

Lastly, in order to train its teachers more adequately, technical education has set up training courses, in Ghent and in Morlawelz, intended for technicians preparing for the aptitude test for apprenticeship masters.

**In-Service Training.** Various effective means for continuing education while in service have been instituted, to meet the wishes of most teachers. In addition to the term conferences, the following arrangements exist: *a)* local or regional study circles organised by the teachers themselves, with the aid of the official Inspectorate; *b)* refresher courses organised by the Inspectorate; *c)* the "Educational Weeks" (mentioned above); *d)* courses in university schools of education; *e)* professional associations (such as the Belgian section of the New Education Fellowship).

On the same lines as the term conferences organised for primary education, the inspectors of secondary and normal school education organise "Education Days" with a curriculum adapted to the needs of teachers of the various subjects. This year, attention is being focussed on the teaching of music.

This summary would be incomplete without mention of the active participation of Belgian teachers at all levels of education in the study weeks and seminars organised in France, Great Britain and Holland.

**Salaries.** One encouragement to professional improvement is the "promotion certificate" recently introduced, and which qualifies the holder to a supplementary annual indemnity. Those holding a university bachelor's or doctor's degree in educational sciences or vocational guidance and selection will likewise enjoy an annual indemnity.

## AUXILIARY AND EXTRA-CURRICULAR SERVICES

**Physical Education Facilities.** Together with the Ministry of Public Health and Social Welfare, the Department of Education is multiplying its efforts to promote the creation of playing fields, gymnasia, swimming pools, etc. The number of urban primary schools now granted a physical education teacher of their own is increasing constantly.

**Outdoor Classes.** Special attention and active encouragement is given to the organisation of classes in the open air. A recent circular from the Ministry asked primary school authorities to reserve at least 25 half-days per year to outdoor educational activities.

**Holiday Camps.** For the first time, the Department is giving its direct assistance to the organisation of holiday camps, and it will henceforth set up some thirty colonies in pleasant and healthy settings.

**Medical and School Psychology Services.** In the future there will be two conceptions in relation to medical supervision, school psychology and vocational guidance. Because, until latterly, only independent operation of distinctly separate organs was contemplated, there was a total, or almost total, lack of awareness of each other's existence by similar services, such as the school medical inspection at the level of kindergarten and primary education, vocational guidance offices, psychology laboratories, school guidance offices, etc. However, a more recent form is characterized by the blending of these various services into a single unit, which is provided with all the necessary equipment and enjoys a potentially wider field of action. The doctor and nurse, the social worker, the school psychologist, and the specialist in vocational guidance will collaborate with one another.

Special mention is due to the experiments being undertaken at Charleroi, at Brussels-Etterbeek and at Forest-Brussels, where centres for medico-pedagogic observation, information and vocational and school guidance have been opened.

The Pâturage-les-Mons experiment is progressing satisfactorily, and the inter-communal clinic is running full time. So encouraging are the results of past experiments that new efforts will shortly follow.

**Educational and Vocational Guidance.** In the matter of educational and vocational guidance, local authorities are more interested in creating offices which they control themselves.

During the past school year, a few new communal and provincial centres, which operate part-time, have been opened.

At the official level, the Government has founded centres combining medical, psychological and social services at Etterbeek (Brussels) and at Charleroi, as mentioned above.

It has also attached a guidance and social welfare office to the Intercommunal School Medical Supervision Centre at Pâturages-les-Mons, already cited. In a few weeks, a similar centre will be in operation in Antwerp and, before the end of the school year, there will be eight centres in all.

The State is not interested merely in the problem of educational and vocational guidance, but organises consultations with school psychologists and seeks formulas for a rational functioning of medical supervision and of a school social welfare service.

**School Canteens.** The effort undertaken at the time of the liberation has borne fruit. It may be said that most of the large schools at the post-primary level, especially those which receive many pupils from country areas, will henceforth have canteens providing a hot meal at noon.

The same effort has been made in vocational schools, where the need was even stronger, on account of the miserable condition to which the years of occupation had reduced working families.

**Youth Movements.** As to youth movements, the State is continuing to subsidize private organisations.

Among the most important accomplishments are the organisation of "work caravans"; the setting up of a drama seminar at Huizingen near Brussels, in collaboration with the Theatre Institute; the preparation of a Youth Movements' Guide (to appear shortly); the re-opening of youth hostels, etc.

Credits voted by Parliament will permit the construction this year of a National House where the youth service groups will be installed.

**Art Education.** The Service of Art Propaganda in Belgium and Abroad is editing a series of monographs on Belgian artists and their works.

Guided tours of Exhibitions of Plastic Art in the various Belgian towns are organised either by Belgian authorities or under the auspices of the Belgian Government, or by foreign countries.

The Government is also sponsoring the Week of Belgian Art, which has about 350 participants each year.

It is interested in Belgian participation in the Art Weeks which take place in Holland, Czechoslovakia, France, Switzerland and Denmark.



**Travel and Exchanges.** The Department has likewise given considerable encouragement to study tours, collective and individual exchanges of school groups or of pupils, as well as to international exchange of correspondence in schools.

Group tours are being arranged in several countries: Great Britain, France, Switzerland, the Grand Duchy of Luxemburg, Holland, Denmark and Sweden.

In return, "Belgian-Luxemburg School Tours and Belgian Youth Abroad" receive groups and individual pupils from other countries.

Camps for young Belgians and foreigners are organised in Belgium as well as in the aforementioned countries.

### CONCLUSION

It may be stated that, in spite of the inevitable present-day hazards, Belgium continues without interruption to devote her energy to improving the standard of educational institutions at all levels, and to facilitating the access of the most gifted to university studies and higher vocational training. To assure to all the indispensable minimum of instruction, education and esthetic culture, to contribute in producing the true intellectual élite of the nation—this is the goal which Belgium seeks.

## BOLIVIA

### EDUCATION DEVELOPMENTS IN 1946-47<sup>1</sup>

#### *Experimental and General Curricula. — Methods and Textbooks.*

**Experimental and General Curricula.** Two different curricula are in force. One, of an experimental character, has its origins in the teaching days organised in Sucre, and has been employed by the department of *Medidas y eficiencia escolar* the other, entitled "ordinary or general curricula", was put into operation in 1946, by the General Directorate of Education.

The difference between these two curricula lies more in their form than in essentials. They both have a tendency towards a greater uniformity in school and practical work and, owing to their flexibility, they are easily adaptable to the different surroundings, and to the principles of the activity school, whilst still taking into account the needs of national instruction. Above all, they attempt to form a civic conscience, to develop the idea of freedom, and to stimulate interest in production.

These curricula draw their inspiration from the three principles of globalisation, concentration, and co-relation. In the oral lessons, importance is given to free and correct expression. Copy, in the shape of simple exercises for visual memory, has been reduced to the minimum. In the higher classes, dictation remains a means of checking spelling and the sense of hearing, and has been abolished in all other cases. On the other hand, an important position has been given to silent reading.

**Methods and Textbooks.** Various methods are applied in Bolivia. These include the Decroly method, the "regional studies" system, the Winnetka system, the Dalton plan, the Cousinet method, and the practical school. Methods adapted to the mentality of the Bolivian child are preferred.

The school textbooks are carefully selected and revised.

<sup>1</sup> From the report sent by the Bolivian Ministry of Education, Fine Arts, and Home Affairs.

## BULGARIA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Introduction. — Organisation and Conditions of Education. — Primary Education. — Secondary Education. — Vocational Secondary Schools. — Higher Education. — Teaching Staff. — Youth Organisations. — Adult Education and Decrease in Illiteracy. — Curricula and Methods. — Vocational Guidance for Pupils. — Education Budget. — Central Administration of Education.*

#### **Introduction.**

The 1947-48 school-year was the fourth under the Popular Front Government, a year of very favourable conditions as regards the country's internal situation. In fact, this was the period in which banks and large industries were nationalized, reinforcing governmental policy in favour of a socialist democracy.

The regime of popular democracy, and its methodical pursuit of a policy devoted primarily to the interests of the masses, are of capital importance in the extensive development of education in Bulgaria, and constitute the guarantee of this development in the direction of true popular democracy.

The fact that the first concern of the People's Government upon coming to power on 9th September, 1944, was to introduce far-reaching reforms in education and public instruction (in order to guide people in the spirit of the new democratic principles) demonstrates this Government's regard for educational matters, and its desire for maximum development among the entire population, without racial or national discrimination.

On 28th May, 1945, the Higher Council of Instruction laid the basis for radical reforms in education. Measures were taken for an extensive modification of the actual aims of education, school systems and curricula. The status of teachers was noticeably improved.

The reforms mentioned directed the educational movement in the true interests of the people, and it can be said that at the end of this fourth school year under the Popular Front Government, this goal is already achieved. Teachers at all levels of instruction, impart sound scientific knowledge to their pupils, shape their social and political views, and form active citizens—useful to the com-

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Dentcho MINTCHEV, delegate of the Bulgarian Government.

munity, builders of the young Bulgarian Popular Republic. Young people are educated, in the spirit of brotherhood and international co-operation, for lasting democratic peace among the peoples.

The country's entire economic system is based on the principle of equality, and so also is the educational system, which is closely linked to the social, economic and political life of the country.

**Organisation and Condition of Education.** The school system has three levels at present: 1) primary education, which includes infant classes, primary schools proper and senior or pre-secondary schools; 2) secondary education; 3) higher education.

**Primary Education.** A) Infant classes are intended for children from three to seven years of age—there are also summer classes for young children. The former prepare for entrance to the regular school classes, and are under the Ministry of Education, whereas the nurseries for children under three years are dependent on the Ministry of Public Health.

Other kinds of infant classes are: 1) day nursery classes, at which the children remain all day in the charge of specialized teachers, who supervise the lessons; 2) weekly nursery classes, which have the same goal and keep the children the whole week.

A hundred schools of these two categories are at present under construction. Very modern in plan, they will each receive 50 to 150 children at the most.

The following figures will give an idea of the increase in institutions for children of pre-school age. In 1943-1944 there were 307 infant classes, with 369 teachers, and 13,158 pupils, and 800 summer infant classes with 1,020 teachers and 40,600 pupils. In 1947-1948 there were 908 of the former, with 1,240 teachers and 36,256 pupils, and 2,300 of the latter type, with 3,100 teachers and 92,800 pupils.

B) Primary education begins with four years of primary school proper. Education therein is free and compulsory for all Bulgarian children who have completed their seventh year.

There are primary schools in almost all towns and villages containing at least 20 children of school age. In mountainous regions, the minimum number of children required for opening a school is reduced to 15. It is planned to construct boarding schools in several sections of the country.

The number of primary schools, which was 5,020 in 1943-1944, with 15,400 teachers and 562,116 pupils, reached a total of 5,084 in 1947-1948, with 16,391 teachers and 499,651 pupils.

The decrease in the number of children during the school year 1947-1948 is explained by the fact that first grade children were born in 1940, that is to say, at a period of lowered birth-rate, a result of the second world war.

On the other hand, the increase in the number of teachers is a sign of the improvement of school working conditions. A recent law establishes 40 as the maximum number of pupils per class, whereas this number was 50 formerly.

C) The senior courses of primary education covering three years of studies are preparatory to the secondary schools. Education therein is free and compulsory up to the age of 15 years. At the end of the third class, pupils take an examination enabling them to obtain a primary school leaving certificate, and giving them the right to enter the secondary school of their choice.

The number of senior or pre-secondary schools has likewise increased. There were 2,140 in 1943-1944, with 7,641 teachers and 280,140 pupils. In 1947-1948 there are 2,650, such schools, with 10,064 teachers and 289,159 pupils.

Account must be taken of the fact that figures relative to primary education concern children of Bulgarian nationality only.

**Secondary Education.** To this level belong : a) schools of general instruction and b) schools of special instruction. These schools may be co-educational, or limited to children of one or other sex.

The school of general secondary education has four classes. In the entire country there are 213 four-class secondary schools, and 32 with only two or three classes. The courses of study are the same in all the schools, thus enabling children to transfer from one to another without any formalities.

Secondary education is not compulsory but, since the coming into force of the popular democratic regime, the number of candidates for secondary education is ever increasing. Under the former regime there were many obstacles to entering secondary schools.

The following figures show the importance of their development. In 1943-1944 there were 134 secondary institutions with 3,245 teachers and 113,328 pupils. In 1947-1948 there were 245 with 5,229 teachers and 152,661 pupils.

The data regarding the 1943-1944 school year refers to five years of schooling, whereas those concerning the year 1947-1948 refer to a four-year period.

Whereas before 9th September, 1944, there was no secondary school of music in Bulgaria, there are now three, with 34 teachers and 463 pupils. There is also a secondary school of fine arts. A school which at present enrolls 57 pupils was created for the Moslem minority.

#### **Vocational Secondary Schools.**

Vocational education is being developed at a faster rate, in harmony with the country's reconstruction and economic progress. Schools are created as the need arises.

Secondary vocational schools aim to give pupils a practical and special training, accompanied by theoretical education, and are designed to raise the cultural level of workers in different branches of economic activity.

Vocational schools are under the same Ministries as the sphere of activity for which they train their pupils. The following statistics relate to them :

Type of school	School year 1943-1944			School year 1947-1948		
	schools	teachers	pupils	schools	teachers	pupils
1. Agricultural schools . . . . .	37	185	1,530	62	487	4,870
2. Industrial and crafts schools . .	134	775	7,674	163	947	21,507
3. Commercial schools . . . . .	14	250	7,871	15	358	8,508
4. Technical schools . . . . .	6	113	3,326	6	131	3,148
5. Railwaymen's schools . . . . .	1	21	1,313	1	30	350
6. Postal Services schools . . . . .	—	—	—	1	26	298
7. Schools of Mining . . . . .	—	—	—	1	25	160
8. Factory schools . . . . .	—	—	—	3	40	380
9. Schools of Sisters of Charity . .	4	22	242	9	64	1,066
Total . . . . .	196	1,366	21,956	251	2,108	40,287

The curriculum in all schools of primary and secondary education provides for a weekly lesson in democracy.

**Higher Education.** The budgetary law of 1948 places universities and schools of higher education administratively under the Governmental Committee for Science, Arts and Culture. The institutions of higher education are as follows : 1) State Universities at Sofia, Plovdiv and Varna ; 2) Polytechnic Schools ; State Polytechnic School at Sofia and Technical School at Rousse ; 3) Higher School of Economic and Social Sciences at Svichtov ; 4) Higher Physical Culture School at Sofia ; 5) Fine Arts Academy at Sofia.

Since the 9th September, 1944, the number of students attending these institutions has tripled, as is proved by the following figures. In 1943-1944 there were 7 institutions of higher learning, with 614 teachers and 15,360 students. In 1947-1948 there are 9, with 1,283 teachers and 49,800 students.

During 1947-1948, teaching of scientific philosophy, and of the national constitution, was introduced in all universities and schools of higher learning. The Bulgarian constitution is also studied in the fourth year of primary school, and in the third and seventh secondary classes.

Teachers try to satisfy, as completely as they can, the very keen interest in science shown by students.

On account of excessively high taxes under the Fascist régime, children of the common people were not able to pursue their studies in institutions of higher learning. The Popular Front opened wide the doors of universities and other schools to young men and women

and the flood of students ensuing overtaxed the limited capacity of amphitheatres and laboratories. There is likewise a lack of apparatus. Through the Committee for Science, Arts and Culture, the Government is doing its utmost to surmount these difficulties. Some universities and schools of higher learning are being enlarged and new ones are being constructed.

The number of professors and teachers was also insufficient, due to the increase of students. In order to satisfy needs without delay, many able young people are being sent to foreign universities.

The Popular Front attacked the problem of the education of children of ethnic minorities, which Fascist governments had neglected. In Bulgaria there are Turkish, Jewish, Armenian and Gypsy minorities. Formerly the Turkish, Jewish and Armenian minorities possessed private schools which they subsidized with considerable difficulty. At the present time, these schools are being taken over by the State, or by municipal councils, and their number is consequently increased.

For the Turkish ethnic minority, there are 4 preparatory infant schools with 5 teachers and 150 children; 111 primary schools with 2,107 teachers and 76,237 pupils; 49 pre-secondary schools with 271 teachers and 8,727 pupils; a teacher training school with 10 teachers and 150 pupils, and a secondary religious school with 18 teachers and 536 pupils.

For the Jewish ethnic group, there are 3 preparatory infant schools with 5 teachers and 211 children; 6 primary schools with 33 teachers and 989 pupils; 3 pre-secondary schools with 17 teachers and 464 pupils. After the pre-secondary, these pupils may pursue their studies in Bulgarian secondary schools.

For the Armenian ethnic group, there are 4 preparatory infant schools with 5 teachers and 198 children; 8 primary schools with 30 teachers and 735 pupils and 5 pre-secondary schools with 16 teachers and 381 pupils.

The gypsy ethnic group had no school before 9th September, 1944, and, for lack of a gypsy teacher, it has not yet been possible to change this situation. Most children of this minority attend Bulgarian schools, while a gypsy school is under construction in Sofia.

#### Teaching Staff.

New teachers must be trained for the many schools which are about to be opened. Therefore, during the last two years, the Ministry of Education has devoted a great part of its efforts to the training of teachers. There are institutes for the training of assistants and teachers for infant classes, primary schools, and pre-secondary schools. The training covers two years.

For the school year of 1943-1944, there were 10 of these institutes where 119 professors trained 2,155 students. Today there are 14 institutes, whose 176 professors prepare 3,930 student.

Teachers of secondary education are trained in universities or in schools of higher learning. After completing their academic studies, they are required to take a one-year training period in a special institution, which is not the same for teachers in technical schools as for teachers of general education. At the end of the probationary periods, the new teachers must still pass a State examination before being qualified to teach.

Teachers of physical education are trained in the physical training academy, where there is a two-year course for senior or pre-secondary teachers and a four-year course for those preparing to teach in secondary schools.

At regular intervals, the Ministry of Education organizes courses and lectures for the improvement of teachers in service.

Teachers in Turkish schools are trained in a special institution with the same curriculum as in other teacher-training schools, but with Turkish as the medium of instruction.

**Youth Organisations.** Youth organisations play an important part in the education of Bulgarian young people.

For children of primary schools (7 to 15 years of age) there exists an organisation called *Septemvritché*. Participation in this association is voluntary, but its influence is such that, out of a total of 889,852 pupils of primary schools, 725,320, or 81.5%, were members of the organisation during the school year 1917-1948.

To complete the social education of its members, the *Septemvritché* utilises, in particular, the educational activities and students' clubs which meet to study natural history, geography, physics, etc. This organisation helps backward pupils by organising special courses for them.

Secondary school student associations form part of the Popular Youth Union. These associations are composed of class sections directed by a school committee which in turn is under a general managing committee having power over the whole school. The committees are in close contact with the school administration, and contribute to the maintenance of order and of discipline. They supervise the diligence and conduct of the pupils.

The school associations of the Popular Youth Union work with the school towards the social development of pupils.

Out of 152,661 secondary school pupils, 145,791, or 95.5%, belong to the Union. In the vocational schools, 38,881 pupils out of a total of 40,084, or 97%, belong to this organisation.

**Adult Education and  
Decrease in Illiteracy.**

The Fascist régime had allowed the continued existence of a large number of illiterates who belonged in particular to the Turkish and Bohemian gypsy minorities. They had not tried to provide any remedy for



this situation, there being not even an evening school for workers.

The Popular Front Government has begun a vigorous campaign to fight illiteracy. During the year 1947-1948, there were opened 47 primary schools attended by 951 pupils, 126 pre-secondary schools attended by 2,976 pupils and 32 evening secondary courses attended by 76,663 adults.

The State adult education schools are not alone in offering facilities to those wishing to increase their knowledge. Women's associations, workmen's organisations, youth groups, and various other institutions, have also organised evening courses.

**Curricula and Methods.** Primary programmes are undergoing a radical reform following the changes brought about in the spirit of education.

Subjects have been so arranged that they are presented to the pupil in a way which is both more rational and more in accordance with the goal sought. At the present time, elementary physics is studied in the second class instead of the third, and elementary algebra in the third instead of the fourth. In all classes of the pre-secondary and secondary, two hours a week are devoted to the study of the Russian language. Religious instruction and courses bearing on the organisation of the State are no longer included in the curriculum. The hours devoted to the study of the Bulgarian language and to mathematics have been increased. All the subjects of the primary school curriculum are grouped in a systematic whole designed to give the pupils a solid scientific foundation.

The duration of secondary studies has been reduced from five to four years. Therefore, it has been necessary to re-distribute the subjects in a new manner, and to lighten the curricula—which was accomplished by dropping the study of classical languages. However, old Bulgarian, likewise omitted from the curriculum of secondary studies, and classical languages, may be studied in the universities. As special subjects, political economics, ethics and religious history have likewise been omitted. All history courses will from now on come under general history.

Education on all levels is based on science, preferably natural and historical, in order to give pupils materialistic views resting on firm scientific facts.

Especial attention has been given to suppressing school books with a Fascist bias, and most of the earlier textbooks have been replaced. A publishing service directed by the Ministry of Education has been established and, following a set plan, it publishes a great number of scholastic, literary, scientific and artistic works indispensable to education. An industrial firm is responsible for producing technical equipment and school furniture.

The methods used tend to create close bonds between education and economic, social and cultural life. The aims and problems of

education are governed above all by the need of establishing socialism in new Bulgaria.

**Vocational Guidance  
for Pupils.**

In collaboration with the Popular Youth Union, the Ministry of Education has, during the last school year, organised methodically the vocational guidance of pupils. Such guidance is based on a careful study by the teachers of the pupils' abilities, character and behaviour.

When their studies are completed, the graduates of the secondary schools are asked different questions in order to reveal their ambitions. If the questionnaire shows that they have an unrealistic idea of their future or are not aiming towards the profession for which, judging from their abilities, they are best suited, the teachers give them appropriate advice. Thus a wrong choice of profession and a loss of time harmful to youth and to society are avoided.

**Education Budget.**

The budget of the Ministry of Education for the year 1948 totals 5,025,000,000 levas, or three times what it was in 1943 (1,733,046,400 levas).

Whereas, before the coming into power of the Popular Front Government, the credits granted the Ministry of Education occupied only the seventh place in relation to those granted the other Ministries, they now hold the second place. It should be noted, moreover, that, for the maintenance of equipment and schools, municipal councils grant sums which often represent a fifth or a sixth of their total budget.

**Central Administration  
of Education.**

The central administration of education is assured by the central services of the Ministry of Education, with the valuable co-operation of the teachers' professional organisation entitled " Union of workers in education ", which boasts more than 40,000 members belonging to schools of all types. Membership of this organisation is voluntary.

## BURMA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Education and Post-war Efforts. — Preliminaries to Educational Reform. — Compulsory Schooling. — Training of Teachers. — Education of Adults and the Literacy Campaign. — Schoolchildren's Health and Physical Education. — Structural Reforms. — Differentiation of Curricula. — Selection of Pupils. — Language Teaching. — Technical and Vocational Education. — Conclusion.*

#### Education and Post-war Efforts.

Educational movements in the year under consideration cannot be recounted in any intelligible manner without reference to the general background of post-war educational reconstruction, since all moves towards a better education are changes resulting from persistent efforts spread over a number of years.

It is not an uncommon experience for the human mind to obtain flashes of clear vision in a period of great stress like that experienced by Burma during the war. When an old social order is threatened or brought to the verge of breakdown under the impact of a great upheaval, the defects and deficiencies of that system are brought home to us with painful clarity. A new system of values emerges amidst the throes of suffering and fresh hopes and aspirations kindle a determination to set up a nobler order as soon as peace returns. The total crumbling away of the old established order as in the case of Burma gives an opportunity to re-organise education on entirely new lines to suit the needs of the country.

But resolutions are easier than fulfilment and when the time comes to carry them into effect they are apt to lose their clearness and force in the bewilderment of practical difficulties. In broad terms we are agreed on the educational requirements for the new order. Regarding compulsory education, universal literacy, technical education, physical fitness of the race, higher education that touches the life of the people more intimately, and an army of well-trained, efficient and contented teachers who should form an integral part of the new order in education there is a complete harmony of views. But there is no subject in which people are apt to differ more

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. CHO, delegate of the Government of Burma.

sharply than in education when the comparative values of detailed objectives, methods and procedure come to be considered. In such circumstances we are apt to lose our bearings and to flounder for a long time in a sea of uncertainties. It will help one to understand properly the pace of post-war educational movements in Burma to bear in mind that we have not been able yet to emerge wholly out of this state of affairs.

#### **Preliminaries to Educational Reform.**

The damage sustained by Burma during the last war was equalled by that of few countries and education has remained crippled owing to serious shortage of funds. The wheels of Government machinery turn but slowly as a rule. In a period of financial stress the pace is apt to be further slowed down for want of funds to grease the bearings. Government and the authorities also feel the need for carrying the country with them in the impending educational reforms and to that end have taken considerable pains to ascertain public opinion regarding a policy of education that is likely to secure a large measure of agreement. The Education Policy Enquiry Committee appointed by the Government submitted their report and recommendations about the middle of the preceding academic year (1946-47). But the adoption of a definite policy has been delayed for various reasons.

One of these was the confusion of thought on the part of certain sections of the public and the failure to distinguish between a policy and a plan. While the terms of reference of the Committee were confined to a few very broad principles of policy, disappointment was felt in some quarters at the omission of the details of a comprehensive plan in the recommendations. The contents of education at the different stages of instruction, the qualifications, status, pay and prospects of teachers, types of technical institutions and branches of technical instruction, detailed manner in which compulsory primary education is to be introduced are matters that can be elaborated in comprehensive and detailed plan within the framework of an accepted policy. Nevertheless criticisms of the above nature add to the uncertainties and helped to delay the final adoption of an educational policy. Hence during the academic year 1947-48 the educational policy to be adopted for the country was still in process of formulation.

#### **Compulsory Schooling.**

Though an over-all plan cannot as yet be taken in hand owing to various difficulties, Government has started in earnest to tackle the problem of compulsory primary education. An official has been placed on special duty to undertake a nation-wide preliminary survey and to collect statistics regarding the total number of children of primary school age, the total number attending schools, accommodation available, the number of trained

or qualified teachers employed and unemployed, etc. He has been permitted to visit selected provinces in India to study the conditions under which compulsion has actually operated in areas where it has been in force for some time. It will be the duty of this Officer in the light of his study of actual experience of compulsion in Indian provinces and of the conditions—rural and urban—in Burma to submit concrete and detailed proposals to Government regarding the stages and manner in which compulsion should be applied to the country.

The application of legal compulsion even when it is backed up with adequate funds will not in itself be sufficient to bring all children into schools and keep them there. The measure of its success will depend largely on the co-operation of the parents which again will be in proportion to the value of education imparted in schools. A narrow and bookish education largely out of touch with life is not likely to be regarded by parents as an adequate compensation for the loss of family earning or contribution in work which the average parent expects from children of 9 years or more in the present state of rural economy. That instruction in primary schools must be broad-based on activity methods is almost universally recognised to-day in progressive countries as a fundamental necessity for effective learning.

#### **Training of Teachers.**

This brings us to the training of teachers, for only teachers trained under modern methods can make a success of activity methods in schools. To effectively retrain all the existing teachers or to scrap all teaching by the traditional methods must be ruled out as practical impossibilities. The only course is to speed up the training of new teachers in numbers large enough to keep pace with the expansion of primary education following the application of compulsion. Hence a State Training College for Teachers was started in 1947-48 with 300 students. Training in the teaching of arts and crafts like drawing, painting, modelling, woodwork, gardening and domestic crafts is to be a special feature of the College. Training is also to be given in 'project' centred work on the activity principles. Steps are being taken to increase the number of pupils to be admitted to the College. But admissions cannot exceed the limits imposed by accommodation, equipment and staff and as soon as compulsory primary education is under weigh, additional training institutions will be necessary in different parts of the country with the present College in Rangoon as their model.

#### **Education of Adults and the Literacy Campaign.**

Mass education and universal literacy have also been receiving the attention of the authorities since 1947-48. It is realised that even if compulsory primary education is adopted, the results will not be sufficiently enduring to prevent relapses into illiteracy—a danger that is ever

present in the conditions in Burma. The authorities have accordingly under contemplation a systematic drive to extend to rural areas all possible facilities for adult education and to foster and promote literacy by means of village libraries, reading circles, cultural centres, etc. Adult education is a task of great magnitude. Till compulsion is extended to cover the age of adolescence the maintenance of literacy will be as important as compulsion to acquire minimum literacy. An army of volunteer workers impelled by patriotic fervour may accomplish much in the few months that they can devote to the work. But adult education requires permanent measures by which alone systematic development and lasting results can be achieved. Adequately trained leaders are necessary to carry on the work. A scheme for the training of such leaders is therefore under consideration. The scheme will at the start be operated by a voluntary organisation, subsidised by Government with necessary funds.

**Schoolchildren's Health and Physical Education.**

Lack of funds have stood in the way of much needed measures to improve the health and physical fitness of school children. In addition to medical inspection of schools and effective teaching of hygiene, suitable school buildings and equipment are objects that are vitally concerned with the health of the pupils. The majority of the schools are still badly housed, congested and poorly equipped. It will take years of careful planning and unremitting effort sustained by the provision of ample funds before the schools can be housed and equipped in a manner that can be considered hygienic. But efforts have been made since 1947-48 to allot more funds to schools for the purchase of furniture and equipment. Medical inspection of schools cannot as yet be revived and a scheme for the expansion of the Physical Training Department by the appointment of an Inspector of Schools for Physical Training and increase in the number of Deputy Inspectors and Inspectresses of Physical Training will have to wait till more funds are in sight. Nevertheless the interest in physical education is kept alive by vacation courses in physical training for men and women teachers and by various proposals in respect of physical training which have been or are to be submitted to Government.

**Structural Reforms.**

Since post-war reconstruction began schools have been graded as primary schools teaching from standards I to V and post-primary schools teaching from standards VI to IX. (The pre-university schools comprising standards X and XI have since been abolished.) Opinion appears to be gaining ground that the present grading does not offer a satisfactory arrangement for the special needs of the pupils who will not be able to complete a rigorous course of post-primary education. It is felt that the regrading of the school course into a primary stage from standards I to IV for children of 6 to 10 years, a junior post-primary stage of 3 years

from standards V to VII and a senior post-primary stage of 2 years comprising standards VIII and IX is necessary for this purpose. It is believed that such a classification will make a more appropriate setting for the provision of facilities for technical education, as the conclusion of the junior post-primary stage can be made the jumping-off ground for those who desire to proceed to lower technical schools.

#### **Differentiation of Curricula.**

The regrading of the school course with this object in view will, however, call for differentiation of curricula in the junior post-primary stage for the practical minded who will proceed to the lower technical schools and the more intellectual who will complete the post-primary stage. A common curriculum for both types of pupils will benefit one type at the expense of the other, or else will be a compromise that does justice to neither. The differentiation of curricula on the other hand will raise a number of problems that are not easy to solve. The first is whether the two types of pupils should be taught in the same institution or whether they should receive instruction in two different classes of schools. This will largely be a problem of organisation the solution of which will depend on accommodation, equipment and teaching staff.

#### **Selection of Pupils.**

The selection of pupils for the different courses of instruction will be a far more difficult problem in practice. The traditional preference for bookish instruction will prompt nearly all pupils who have passed the primary stage to choose the academic course suited to the more intellectual. The remedy will lie in a vigorous selection of pupils for the complete post-primary school course and free tuition in this course for bright pupils who are unable to pay fees. Such a selection is bound to meet fierce opposition at first from parents with their traditional distrust of practical activity-centred instruction as unintellectual and degrading. The application of differentiated curricula in the proposed junior post-primary course is so fraught with practical difficulties that there is real danger that the authorities may seek the easy way out by adopting a common curriculum. Such a step will leave the less intelligent children who cannot complete the full post-primary course, unprepared even to receive the full benefit of a junior technical course of education.

#### **Language Teaching.**

A vexed problem which continued to exercise the mind of the authorities in 1947-48 was that of languages. A racial melting pot since the earliest times, Burma has over 120 dialects spoken within its borders. Though the language problem is considerably simplified by Burmese being easily the dominant language of the land, the Karens and Mons have been insistent on

preserving and developing their own languages as instruments of racial culture. The Burmese have achieved an unexpected measure of unity with the indigenous races as an Independent State by showing a remarkable spirit of accommodation towards the national minorities and their political aspirations. It is not too much to believe that the solution of the language problem in schools will be effected in the same spirit. The use of the indigenous vernaculars as the main language in the primary stage coupled with the compulsory teaching of Burmese from that stage as a corollary to its recognition as the national language of the country will be a happy solution of the problem.

#### Technical and Vocational Education.

There is at present a serious shortage of Burmans trained in professions, crafts and industries. Large numbers of trained chemists, engineers and mechanics are needed as also research workers in agriculture, forestry, industrial chemistry and the natural sciences. The need is now felt more keenly than ever owing to the attainment of Independence by the country. The provision of technical and vocational education as an integral part of the complete system of education has been receiving the attention of the Government for some time. Technical and vocational education is under the control of the Department of Industry and Labour. This Department has under consideration a Ten-Year Technical Education Plan comprising a system of village craft schools, post-primary vocational schools, technical high schools, polytechnic institutes, artisan training centres, etc. Owing to shortage of funds and paucity of qualified instructors, a substantial revision of the plan appears to be necessary to allow early expansion of technical education on a more modest scale.

Recruitment has started again in the University for degrees in engineering and agriculture. The pre-war technical courses and agricultural farm schools have been revived and organised so as to bring the facilities within the reach of more pupils. For training in the higher technical branches of knowledge an increasing number of State Scholars are being sent abroad annually since 1946.

#### Conclusion.

One of the chief causes that have impeded the progress of education in the past has been inert thinking due to incorrect rather than inadequate appreciation of the importance and urgency of reform. Though there have been cries for reform in the past, such demands have been prompted by the lure of dubious cultures rather than by a true concept of education. The quickening of thought brought about by the war has given rise to a deeper and wider concept of education. The concept of education to-day as the integrating factor and vital force of the community has made it necessary to bring the schools into intimate touch with the life, work and thought of the community. This is an immense task the magni-



tude of which is enough to dim our vision and stifle our efforts. There is a real danger that from sheer fatigue and cumulative force of the difficulties we may be tempted to continue our old ways with make, shift attempts at improvement here and there.

The time has come for us to make a resolute move towards a comprehensive system of education in which the cultural, social and economic needs of the masses will find harmonised adjustment. The war has proved our capacity for fortitude, self sacrifice and unrelenting industry. It is not too much to hope that by harnessing the same reserves of energy in peace-time reconstruction we shall be able to plan and build an educational structure that will promote social conditions in which the ideals and practice of a democratic way of life will find suitable nourishment.

## CANADA

EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Simplification in School Administration. — Conveyance of Pupils. — Composite and Regional Consolidated or High Schools. — Vocational High Schools. — Curricula. — Shortage and Better Training of Teachers. — Salary Increases. — Vocational and Educational Guidance. — Construction of Schools. — School Libraries. — Audio-visual Aids. — Adult Education. — Physical Education. — Fellowships.*

**Simplification in School Administration.**

The re-organisation of school administration, which began some years ago, continues throughout the country. In Nova Scotia, the provincial government provides grants to municipalities from an equalization fund, though the local authority retains much of its power. Thus a much higher average is reached than under the former system of sectional control, in so far as the educational level, maintenance of equipment, cost of supplies, and current operating expenses are concerned.

As early as 1945 the Department of Education of Saskatchewan began the work of re-organising the province into 60 schools units and to date 45 such units have been established. The administration of the unit is essentially a cooperative arrangement, distributing the cost of education with a view to giving to the largest number of pupils the greatest educational opportunities. Contributions are provided by a tax, on the assessment of rural property, with somewhat higher but relatively uniform rates on urban property. The provincial treasury provides, wherever necessary, grants from an equalization fund.

In New Brunswick, where formerly 1350 administrative school units existed, they have been reduced to 37, embracing the 15 counties and the 22 urban centres. This reorganisation has awakened the people's interest in education, especially in rural communities, where there is a keen competition to provide the best school buildings and the most efficient teachers.

In British Columbia the 650 school districts have been abolished and replaced by 75 large administrative areas, plus 15 small rural

<sup>1</sup> From *Trends in Canadian Education, 1948, and Trends in Education in Newfoundland*, published by the Canadian Education Association.

unattached school districts, each unit being under a single school board. These boards are now elected by the large administrative unit as a whole. They also determine the amount of money to be raised for school purposes.

**Conveyance of Pupils.** These larger administrative units have created the need to organise the conveyance of pupils, sometimes over fairly long distances.

In Prince Edward Island, 8 districts conveyed their pupils by vans.

In the province of Quebec, Protestant schools now dispose of 49 snow-mobiles, conveying more than 1,500 pupils in comfort and safety to composite high and other consolidated schools.

In Ontario, transportation is generally provided by motor vehicles, with every possible safety measure. In 1947, these vehicles travelled 7,100 miles each morning, their average trip requiring 65 minutes. The average cost per pupil and per day amounted to 35 cents, or about one cent per pupil per mile. Liberal grants are paid by the Department of Education toward such expenditure.

In Manitoba, with the introduction of the new grant structure in 1947, the actual grant paid amounts to 50% of the expenses incurred by the district for the conveyance of pupils.

In Alberta, during the year 1947-48, there were 713 school vans or conveyances in operation transporting a daily total of 14,753 pupils. A number of rural schools having closed down, the children are conveyed in buses to the centres. This applies particularly to high schools.

**Composite and Regional  
Consolidated or High  
Schools.**

The development of new types of schools goes forward at a rapid rate.

The structure of Nova Scotia's school system is at present undergoing a fundamental change as radical as that of 80 years ago, when free tax-supported schools were established. Some 75 consolidated high school areas, rural and urban, are planned for the whole of the province. This programme will take several years to be carried out, but about 7 of these schools are already built. In some cases, pupils from surrounding rural areas attend urban high schools. The object is to provide rural children with facilities for general academic high school education and for practical training on the high school level. In the planned high schools the full curriculum will thus offer not only general education, but also facilities in the special fields of industrial arts, household science, music, art, crafts, commerce and agriculture. Besides conveyance for pupils, hot meals and hostels for the boarding of pupils are also to be provided, as well as a teacherage, where such accommodation is needed.

In New Brunswick, the plan adopted for the improvement of rural education includes the building of 50 to 55 regional composite high schools, of which 27 have been approved and are under construction. Thirteen are already in operation. The consolidated areas embrace from 12 to 30 school districts. Under the new plan 1,300 of the old school boards will be taken over by the 50 or 55 consolidated boards.

In Manitoba, the first high school of the composite type was established in the Dauphin-Ochre River School Area in September 1947. It provides, in addition to the general course, four special courses with a general core of English, mathematics, science, social studies, health and guidance. These special courses have a definitely vocational trend, in addition to the underlying aim to provide a sound secondary education. The courses comprise agriculture, home economics, and industrial and commercial subjects.

In Alberta the most significant development of 1947-48 has been the establishment of the Red Deer Composite High School, operated by several school divisions in cooperation. The school has a staff of 23 teachers and an enrolment of 473 pupils. Besides the usual academic subjects, it offers courses in home economics, agriculture, electricity, mechanics, woodworking and other practical subjects. Dormitories for boys and girls accommodate 270 students.

In British Columbia, the general trend is toward the establishment of composite high schools. Students are required to take certain prescribed subjects, but are offered an increasingly wide range of elective subjects. The courses lead to high school graduation, with or without university entrance.

**Vocational High Schools.** To continue the broadening of the high school curriculum, several regional vocational high schools are now being planned in Nova Scotia. Because of the cost of equipping and maintaining such schools, they will be established on a regional basis. These plans are now going forward at Halifax, Yarmouth and Sydney.

In New Brunswick, vocational sections are to be included in the rural and urban composite schools. To encourage vocational tuition, the government gives considerable grants for building (60% of the costs of the first \$ 100,000 expended in any community; 50% of the second \$ 100,000; 40% of the third \$ 100,000; and 30% of all expenditures over \$ 300,000).

In Quebec (Catholic schools) 14 new technical schools have been built and 10 enlarged in the past three years. They were attended by 11,800 pupils in 1947-48. The schools of domestic science received much flattering appreciation of their comprehensive training of girls as future wives at a recent meeting on Household Science held in Minneapolis.

In Ontario, Provincial Technical Institutes have been established to provide technical courses for capable young people wishing for advanced training. These include the Provincial Institute of Mining, at Haileybury, the Provincial Institute of Textiles, at Hamilton, centre of the textile industry (day and evening classes) and the Lakehead Technical Institute, recently inaugurated to provide technical training in mining, forestry and agriculture, where the first classes in mining commenced in January 1948. The extensive plant for the rehabilitation of veterans in Toronto will also be utilized for similar apprenticeship and advanced technical training.

In the province of Manitoba, a technical vocational high school has been opened in Winnipeg for electrical crafts, metal crafts, graphic arts, industrial art, building crafts, office and distributive occupations, household and personal service occupations, wood-working crafts, arts and power crafts and needle crafts.

In Alberta, the Red Deer Composite High School, already mentioned, also offers technical courses.

In British Columbia, the Division of Educational and Vocational Guidance issues a bi-monthly statement of employment trends, which is sent to school counsellors for use in vocational guidance and to help the pupils to find work corresponding to their aptitudes.

In Saskatchewan, the tendency is to insist on vocational training within the framework of the new composite high schools. These include rooms and shops for home economics, industrial arts and commercial work. This planning is under the Supervisor of Technical Training.

#### Curricula.

There is a general tendency to revise the curriculum of most subjects. The Department of Education in Nova Scotia has appointed a Director of Curriculum and Research, who is studying curriculum problems in collaboration with teachers, inspectors and other educational people, to the end that revisions may represent the pooling of the best information available in opinions and experience.

In Quebec, a new curriculum for elementary grades in Catholic schools has been put into operation, which is the result of 4 years' work, and takes into account modern child psychology and activity methods. It tends towards simplification. The new programme was warmly received by the teachers who will have to apply it. In the Protestant schools of Quebec, only minor alterations could be effected during the war years making imperative a thorough revision, which is now under way. Health education and Spanish courses have been introduced. The course in household science has been revised and a syllabus in industrial arts has been arranged. The subjects now under review comprise arithmetic, languages, social studies, art, health and elementary science in the elementary grades and agriculture, English, geography and biology, in the high school

grades. The teaching of French is already partly revised. Two recently published textbooks for chemistry and elementary science have been authorised for experimental use.

In Manitoba also, a thorough revision is being prepared. The new courses for the junior high schools came into operation in September 1947, and for high schools they will become operative in September 1948. While affording opportunities for diversity of courses at the secondary level, a sound general education is considered essential, viz : English, mathematics, general science, social studies, health and physical training. The full course leading to entrance to university will normally cover four years. The technical courses are designed to cover three years, but provision is made for unassigned time, to be devoted to special activities. The whole programme is designed to give flexibility and to allow adaptation to the competency of each individual student.

In Alberta, curriculum development proceeds through or in cooperation with a number of committees representing teachers, school trustees, the University and its Faculty of Education, city school systems, parents and adult education. During 1947, a partial revision of the elementary school programme was effected, thus attempting to provide more guidance for inexperienced or less resourceful teachers. It is hoped to obtain better articulation of intermediate and high school mathematics. The general structure of the high school programme has been subjected to some criticism and a serious study of its purposes and functions is expected. A recent development of interest is the establishment of three courses in agriculture (both practical and theoretical) as high school options. Only a qualified agriculturally trained teacher is allowed to give such courses. Much use is made of the facilities of farms adjacent and cooperative with the school, involving excursions for direct observation. This course was offered experimentally in four high schools in widely separated areas and seems very popular.

In British Columbia, the Central Curriculum Committee advises the Department of Education with respect to the needs of curriculum revision. The special subjects committees appointed by the Department and composed of teachers and experts in their particular field draw up revised courses of study, under the supervision of the Director of Curriculum. Revised courses are first issued experimentally, for a year or two. At the present time, particular attention is given to revision of courses in the secondary school field with a view to training happy, healthy, well-informed citizens with desirable social attitudes and ideals, and conscious of their civic duties.

In Newfoundland, the school supervisors have within the past two or three years undertaken a critical analysis of the curriculum and textbooks to determine the correlation between them and between those and the training given to teachers. They have also assessed the country's educational needs. The course has been

completely revised and better textbooks adopted. This has been accomplished in collaboration with the Department of Public Health and the Faculty of Education of Memorial University College.

#### Shortage and Better Training of Teachers.

Owing to the war, teacher shortage is still a problem all over Canada. In Prince Edward Island, the supply of qualified teachers improved considerably during 1947-48. Increased salaries and summer schools permitting unqualified teachers to obtain a licence have been largely responsible for achieving this satisfactory result. Such teachers, must attend summer schools for two consecutive years and complete their training by in service reading courses on methods and psychology before obtaining a regular licence.

In Nova Scotia an effort has been made to recruit new personnel by distributing for the use of senior school pupils throughout the province a manual entitled "To Teach or Not To Teach". Well qualified teachers-at-large may be appointed to assist the inexperienced teachers.

In New Brunswick, one of the most difficult problems facing education is to provide a sufficient number of qualified teachers for the various courses involved in the developments now in progress as described above. Some accelerated courses of six months' duration have been organised at the Teachers' College, and will be continued for another year. A special two year course has been established at the St. John Vocational School for the training of home economics teachers. The first group graduated in June 1948 and will all be absorbed in the new composite high schools. A teacher training course for shop men has been established in connection with the Department of Veterans Affairs.

In Catholic Quebec 65% of religious teachers attended summer courses, and special series of lectures were also given during the school year to over 5,000 teachers. Improvement in salaries and better working conditions are expected soon. The same shortage of teachers is felt in Protestant Quebec where one-eighth of the teaching is done by teachers lacking acceptable professional qualifications. A special emergency training class was held at Macdonald College during the summer of 1947. After returning for seven weeks next summer, the graduates of this class will approximate high school leaving standard.

In Ontario, 555 teachers in the elementary schools and 14 in the secondary schools, have had no professional training. Emergency courses have been arranged in Normal Schools to counteract the shortage of qualified teachers.

In Manitoba, similar measures had to be taken and in addition, temporary permits have had to be issued to high school students with grade XI or XII standing and to university students. The Department of Education has set up a special Teachers' Advisory Service to help young and inexperienced teachers, which is open for

consultation on all professional matters. The increase of students at Normal School and at the Faculty of Education in 1947 was satisfactory.

In Saskatchewan, Teachers Institutes comprising groups of 25 teachers meet informally in school time under the chairmanship of the superintendent for a discussion and study of teacher and district problems. These meetings are closely integrated into the supervisory programme and assistance is provided by the Department of Education through conferences, seminars, bulletins, etc. These groups are also coordinated with the Normal Schools and the teacher training programmes.

In Alberta apart from the customary measures to palliate teacher shortage, 200 scholarships have been provided for promising candidates. The Correspondence School Branch has been greatly expanded and even students taking the one year course in the Faculty of Education have their fees paid. A few school divisions have engaged travelling teachers to assist their superintendents.

In Newfoundland, three important developments have taken place in teacher training: 1) the integration of the academic and professional training of the teacher; 2) the integration of the work of the Summer School with that of Memorial University College; 3) the introduction of a four-year differentiated programme.

#### Salary Increases.

In all provinces, teachers were considered underpaid and salaries have been increased according to varying schedules. In New Brunswick, the minimum salary for qualified teachers is \$1,100 — but most school boards have established salary scales well in advance of the minima, with the result that in addition to all supplements paid to specialised teachers, it draws many young people towards the teaching profession.

In Manitoba the "Teachers' Retirement Allowances Act" came into force on 1st July, 1948, replacing the old fund maintained by teachers alone. The new fund, known as "Joint-Contributory" adds contributions from public finances to the private funds of the teachers.

In Alberta, the initial salary is \$1,500, and for a high school teacher with an M.A. Degree, the salary reaches \$4,000 after a number of years' experience. Teachers' pensions have also been greatly improved up to approximately 50% of the salary at time of retirement.

#### Vocational and Educational Guidance.

In Nova Scotia, a Director of Guidance was appointed to the Department of Education in 1943, and occupational information files and guidance libraries are being established gradually and the Teachers' Central Library of the Department of Education contains excellent guidance publications, which are available on loan to teachers and students.



Several schools provide a regular counselling service for students and a testing programme has been gradually adopted, wherever trained and qualified personnel are available.

New Brunswick does not yet have a provincial Director of Guidance, but is alert to this need. In Moncton, St. John and Edmundston, a regular guidance service has been set up for the students.

In the Province of Quebec (Catholic schools) progress is being made in providing vocational guidance services and several towns have already begun to operate such services. The Provincial Association of Protestant Teachers, in a report on this subject, have recommended that guidance be made an official part of the educative process and that a Provincial Director be appointed as soon as possible. Until such time, the Department of Education should do all in its power to support the existing guidance programmes. Protestant high schools in Montreal already have guidance officers.

In Ontario, the Vocational Guidance Centre of the Ontario College of Education sends a budget on educational and occupational requirements and opportunities to inspectors and secondary schools each month. All schools are required to provide in grade IX a course called "Occupations" in which students are given a general picture of the educational and occupational worlds. Most large schools have provided counselling rooms and time for individual work.

In Manitoba, the new programme of studies will provide for guidance in all courses.

In Saskatchewan, guidance gained definite recognition with the reorganisation of secondary education in 1944. It is allotted time on the daily schedule in 2 classes and will be in 4, in 1949. The Department of Education maintains a Guidance Branch, the services of which are : a) promotional, to acquaint the public with the nature and the importance of guidance ; b) informational, to provide teachers and students with books, pamphlets and specimen sets of various tests ; c) supervisory, to advise trustees and teachers with regard to the kind of guidance programmes best suited to their local needs ; d) administrative, to prepare material and to arrange summer school classes for the training of teachers in this work.

In British Columbia, the guidance system is already very well organised ; it works in cooperation with business and industry, and also with the National Employment Service.

**Construction of Schools.** In Ontario the "V.K. Greer Memorial School"—so named in honour of the late Superintendent of Elementary Education—which was completed in 1947, deserves special mention. This one storey building has 4 classrooms. Pastel shades are used on walls and ceilings, which are of acoustical material to reduce noise. Woodwork is of limed wood finished with two coats of white shellac and two coats of wax which successfully

prevent dirt from adhering. Special lights are over the blackboards and indirect lighting is featured elsewhere. The rooms are equipped with form-fitting adjustable desks or individual study desks and chairs of correct sizes. The school also contains well-equipped rooms for home economics and industrial arts and playroom-crafts. The large auditorium is the pride of the school. The wash-rooms are ultra-modern. The influence of this model school is felt in all schools being planned at present.

#### **School Libraries.**

The Prince Edward Island distributes books for schools and for adults from a central depot to 24 branches and even direct to schools, when they are too far from these subsidiary depots.

In Nova Scotia, the Department of Education maintains a central library in Halifax for the teachers and educational officials throughout the provinces. A trained librarian and a qualified assistant have been in charge since 1946, and this has much enhanced the effectiveness of the library. Schools are encouraged to set up their own libraries.

In Ontario the library is an important feature of all secondary schools. In large centres a full-time librarian is often attached to these schools; in smaller schools, the teacher of English is usually in charge.

In Manitoba, in addition to the Department Library, local school libraries are subsidized by special grants.

In Saskatchewan, the organisation of school units has greatly increased the interest in libraries. A Supervisor of School Libraries has been appointed to improve and to extend an adequate school library service throughout the province. A course of instruction on literary appreciation, the organisation, administration and use of the school library is given in all the provincial Normal Schools.

In Alberta, the provision of school library service is the responsibility of the local authorities and has shown great progress during the past few years. In addition, a central library is maintained by the school division, which supplies each school with a catalogue and, as need arises, particular books ordered through the central library.

In British Columbia, the Department of Education encourages the establishment of book collections in schools. Each classroom often has its library corner and a Manual for Teachers on School Library Work has been prepared.

#### **Audio-visual Aids.**

The use of educational films is becoming more and more popular. The National Film Board has established film circuits of documentary and instructional films, with the cooperation of the Departments of Education.

In Nova Scotia, a number of rural schools have requested and obtained complete visual education equipment. The film library and visual education service of the Department of Education have expanded considerably during the past school year and are being kept up-to-date.

In New Brunswick, there are about 1,000 teaching films and filmstrips in circulation from the Visual Aids Bureau in Fredericton and their number is being increased.

In Quebec, a new technique for the teaching of French and English as second languages, through films, is being developed, at the Laval University School of Education. The Rockefeller Foundation has generously contributed to the experiment.

In Ontario, a slight decline was apparent in the use of slides while the number of sound films more than doubled. An Audio-Visual Aids course was held in Toronto in 1947. Approximately 40% of secondary schools and a fair number of elementary schools use educational broadcasts.

In Saskatchewan, on each school day from October to May, a school broadcast is presented. Each programme is carefully planned, written and produced especially for in-school listening. Subjects include music, literature, science, French, social studies, language, health, vocational guidance and folklore.

In British Columbia, the recently organised Division of Visual Education provides educational films to schools on loan and has completed a Handbook for Teachers, listing visual aids and their relation to all subjects of the curriculum. A Special Committee supervises radio in schools. Five half-hour programmes a week are broadcast during 24 weeks of the school year.

#### **Adult Education.**

In Nova Scotia, the Division of Adult Education conducted a two-week folk school for leaders in community activities and a one-week course in community recreation. A Dramatics Library with Advisory Service has been inaugurated.

In New Brunswick, a Director of Adult Education will soon be appointed.

In Catholic Quebec, 20,000 people have attended courses in agriculture, cooperatives, aviculture, sewing, cooking, weaving, recreation, etc. Much stress is laid on folk-lore.

In Ontario, the executive staff of the Ontario Adult Education Board was brought into the Department of Education on 1st May, 1947.

In Newfoundland, all those who are in charge of adult education are supplied with a 16 mm. sound movie projector and a 35 mm. film strip projector, together with a library of 200 film-strips. Adult and youths clubs endeavour to enable the adult to acquire basic knowledge relative to local industries, commerce and national problems, while also learning to improve reading ability.

**Physical Education.** The Physical Fitness programme has aroused special attention in Nova Scotia since 1943. After a complete survey of the needs of the province, a programme of physical education and nutrition in the elementary grades was launched through the regular teachers. This plan of procedure required their being specially trained at the Normal Colleges or at one of the Universities. When professional people become available, the programme will be completed in the upper grades.

In New Brunswick, a new Division of Physical Education and Recreation was established in 1947. Its director is at present actively engaged in establishing a programme in all schools desiring one.

**Fellowships.** The Canadian Council for Reconstruction through UNESCO (CCRU) announces that it will award a number of fellowships for study in Canada in co-operation with UNESCO. These fellowships are to be awarded to persons holding responsible positions in their own country to which they can return in order to benefit their country's reconstruction. A number of fellowships will be in the field of education.

In Catholic Quebec, 3,600 scholarships were awarded to students in universities and technical schools, as well as numerous scholarship to Normal and Household Science schools, and for post-graduate studies in Europe or in the United States.

## CEYLON

### EDUCATIONAL DEVELOPMENTS IN 1946-1947 <sup>1</sup>

*General Survey. — New School Policy. — Free Schooling. — The Mother Tongue in Primary Schools. — New Salary Scales. — School Statistics. — Primary Education. — Curriculum. — The Medium of Instruction. — Overcrowding in English Schools. — English in Vernacular Schools. — Extra-curricular Activities. — Secondary Education. — Courses of Study. — Differentiation of the Sexes. — Bilingualism. Practical Schools. — Selective Test. — Royal College. — Central School. — Adult Education. — Need for Co-ordination. — Curricula. — Religious Education. — Music Teaching. — Art. — Needlework and Housecraft. — Handicrafts. — University and Collegiate Post-Secondary Education. — Development of Higher Education. — Teachers. — Training Colleges. — The Government Training College, Colombo. — Teacher Training Curriculum. — Conferences and Refresher Courses. — Auxiliary Services and Extra-curricular Activities. — School Meals. — Physical Education. — School Broadcasting Service. — Special Schools. — Parent-Teacher Associations.*

### GENERAL SURVEY

**New School Policy.** The year 1946 was a notable one in the history of education in Ceylon as the new educational policy of the Government was largely implemented in the course of it. The two cardinal points of that policy are : i) free education from the kindergarten to the university stage ; and ii) the imparting of instruction in the primary school in the mother-tongue of the pupil.

The discussions and controversies provoked by these two revolutionary proposals has the result of stimulating interest in education throughout the Island and of making the masses conscious of the benefits of education.

Many new schools were opened by private persons and by village societies and many requests were made to Government to open schools. Public-spirited persons came forward to the help of Government with donations of money, sites, buildings and material.

<sup>1</sup> From the Administration Report of the Director of Education for Ceylon.

**Free Schooling.** The free education scheme came into operation on 1st October, 1945. The only fee permissible in any free school after that date was a games and library fee not exceeding six rupees a year.

Compliance with the free scheme on the part of the assisted schools is voluntary, but a decision must be made by them during the years 1947 and 1948, the latest date for the decision being 1st May, 1948. Assisted schools entering the free scheme will not lose their autonomy. The Government undertakes the payment of salaries, in full, of their staffs and of a maintenance and equipment grant on a sliding scale. Any school which does not elect to join the free scheme will not receive grant of any kind after 1st October, 1948.

**The Mother Tongue  
in Primary Schools.**

The adoption of the mother-tongue as the medium of instruction in the primary classes was made one of the conditions governing entry into the free scheme. In this case too a time-limit was set for the conversion of classes to the new media. The change was due to be completed by the end of May, 1946, and by that time the majority of schools were able to make fairly satisfactory arrangements. In a few cases of schools with English infant classes the date of change-over to the mother-tongue medium was deferred to January, 1947. The change called for considerable thought and effort on the part of Managers and teachers.

The segregation of pupils in the primary classes on a basis of language, has had one unfortunate result, viz., that of rousing a feeling of national differentiation between the groups. In the old days when English was the common medium this feeling was in abeyance. Children belonging to different language groups now tend to avoid one another. This constitutes a problem that must be solved in the future.

The changes were regarded with considerable suspicion in denominational quarters. While agreeing with the principle of free education, denominational bodies looked upon the proposals as a step towards the ultimate secularisation of schools. They entertained anxieties as to the control of their schools and complained that the equipment and maintenance grant which was to be allowed to them if they agreed to go free, was too meagre to enable them to run their schools efficiently. Several such schools began to explore the possibilities of running as private schools.

**New Salary Scales.**

The Salaries Commission, which was appointed in July, 1945, to revise the salary scales of public servants, published its report in May, 1946 (Sessional Paper VII of 1946).

The new salary scales were based on the assumption of a permanent increase in the cost of living of  $33\frac{1}{3}$  per cent. above the pre-war level.

**School Statistics.** As on 31st May, 1946, there were 5,759 schools in the Island with a roll of 933,358 children, of whom 537,232 were boys and 396,126 girls. Teachers numbered 26,889.

The number of Government schools increased from 2,377 in 1945 to 2,808 in 1946. The increase was due to :— 1) opening of new central schools (26), junior schools (18—including 4 practical schools) and Sinhalese and Tamil schools ; 2) taking over by Government of a number of assisted schools.

There were 2,951 assisted schools in 1946 as against 3,079 in 1945.

The children in Government schools numbered 450,555 and in assisted schools 482,803. Government schools had 12,337 teachers and assisted schools 14,430. Of the teachers 15,731 were men and 11,036 women. Uncertificated teachers totalled 6,434—1,930 being employed in English schools and 4,504 in Sinhalese and Tamil schools.

Estate schools numbered 850.

## PRIMARY EDUCATION

**Curriculum.** The Department's Scheme of Studies and Syllabuses for Ceylon Schools issued in 1940 were followed. This publication contains schemes of work in the compulsory subjects and the optional subjects for all types of schools up to the ninth year of the school course (the junior class or eighth standard). In spite of the stress laid on modern methods of teaching in the Training Colleges, Education Officers have referred to the continued use of outworn methods and the prevalence of too much lecturing by the teacher at the sacrifice of pupil activity.

**The Medium of Instruction.** The resolution of the State Council of 5th June, 1945, to change the medium of instruction in the primary school mainly affected English schools, which were using English as the medium and were required, at short notice, to substitute the mother-tongue. Several difficulties had to be faced at first—the lack of a supply of teachers qualified in the new media (Sinhalese or Tamil), the inability of some of the English-trained teachers to adapt themselves to the new conditions and the want of suitable texts in Sinhalese and Tamil.

Peculiar situations developed as a result of the efforts of parents and pupils to adjust themselves to the new order. Not a few parents of children from Jaffna transferred them from other parts of the Island to schools in the Jaffna district and there was an exodus of Sinhalese and Burgher children from Jaffna.

**Overcrowding in English Schools.** With the introduction of free education there was a remarkable migration of children from the primary classes of vernacular schools to the corresponding sections of English schools both free and fee-levying. The chief reasons were the superior buildings, equipment, staff and reputation of the English schools which, however, were not able to cope with the unprecedented number of applications for admission and had to refuse it to large numbers.

**English in Vernacular Schools.** There was a great demand for the inclusion of English in the curriculum of the vernacular schools and provision was made for the teaching of this subject in a number of schools by the appointment of English assistants. Qualified teachers were not available to fill all the posts and the majority of teachers appointed possessed only the Senior School Certificate (English) qualification. Good work was reported in the assisted vernacular schools.

It is important that the vernacular schools should reach a reasonable standard in this subject as they are the "feeders" of the junior and central schools in which the medium of instruction is English.

Courses in Basic English were held in some divisions and were well attended by teachers. Basic English was not taught widely as qualified teachers and suitable textbooks were difficult to obtain. 'Basic' methods were applied in the teaching of 'standard' English. An interesting experiment was tried in a school in Jaffna. 'Basic' English and 'standard' English were taught to parallel classes in standards V and VI and it was found that the pupils who studied 'basic' English reached as good a standard as the children in the parallel classes.

**Extra-curricular Activities.** Many vernacular schools have introduced extra-curricular activities and tried to correlate them with class work. The following were some of the forms of extra-curricular work: gardening, term-end concerts and school celebrations, excursions, indoor and outdoor games, "house" activities, folk song and dance displays, dramatic performances, exhibitions, bee-keeping, scouting and boxing.

## SECONDARY EDUCATION

**Courses of Study.** The curriculum comprised the standard school subjects both in arts and sciences, and schemes of work were based on the Departmental Schemes of Studies of 1940 for the junior school, and Local Examination Syllabuses for the senior



classes. An experimental syllabus for a four-year course of study in the junior classes was issued for the use of junior schools and junior departments of central and senior schools. Biology, botany, zoology and government have a place in the curriculum of most of the English schools. Commercial subjects were taught in only a few schools.

As far as practical subjects are concerned the curriculum of the mixed schools cannot be regarded as meeting fully the needs of girls. Subjects that they may take today are limited to housecraft (which includes needlework, cooking and home management) and weaving.

**Differentiation of the Sexes.** Separate schools for boys and girls exist, principally, in the towns. Government has started three schools for girls, one in Colombo, one in Kandy, and one in Kurunegala. Girls intent on a career have sought and obtained admission to the senior and post-senior classes of boys' schools in towns, as girls' schools generally have no laboratories, and do not teach science.

All the Government central, senior, junior, and bilingual schools, with the exception of the three girls' schools mentioned above, are mixed schools.

**Bilingualism.** English is now used in the primary classes only in the teaching of English which has been relegated to the position of one of the class subjects. The attainments of pupils in this subject at the conclusion of the primary school course in the fifth standard have shown a wide range of variation. A small percentage of the pupils entering the post-primary section have a fair knowledge of the subject and the remainder have a meagre knowledge or no knowledge at all.

At present in the junior school a change of medium is prescribed. English becomes the medium and Sinhalese and Tamil are taught as class subjects. Pupils have to acquire proficiency in both Sinhalese (or Tamil) and English. The real problem, however, is, at first, one of finding the best and quickest ways of giving these children enough knowledge of good English to enable them to follow all class work in English by the VIIIth standard at least and, then, of ensuring that in six years, or at the most, seven, after joining the Junior school, they will reach school certificate level.

The situation has been rendered confusing by unrestricted admission of pupils of all ages, and at all stages, into the post-primary classes. Boys and girls of 18 and 19 are to be found distributed in the classes of the junior school and it is not a rare experience to come across such pupils among children of 11+ to 13+ years in the VIth and VIIth standards. The difficulties have been described in some quarters as insuperable; opinions have been expressed that the same high standard of English will not be retained and that there is a danger of attainment both in the mother-tongue and English being

adversely affected by the exclusive use of the mother-tongue in the primary stages and of English in the post-primary stages.

On the other hand, educationalists have made several constructive suggestions for meeting the problems. One proposal is that there should be a year's intensive course in English for pupils before admission to standard VI or that the system of special classes should be introduced into the junior school too; another, that only superior pupils should be allowed to take the post-primary courses in English—which will make a process of selection necessary at an early stage in the post-primary school. Efforts are being made to devise special teaching methods and even to write texts with beginning lessons for maturer pupils. The methods of teaching Basic English have been employed with great success. The Department has made concessions by recognising a two-year course for standard VI. (Lower and Upper Division) and by allowing the use of Sinhalese and Tamil for the teaching of subjects other than English till a sufficient knowledge of English is acquired. The latter course will not militate against backward pupils as it has been decided to allow pupils to sit for the S.S.C. examination in any language from 1948.

It has to be remembered that the problem of 'bilingualism' is peculiar to this stage of transition and that the whole question has to be regarded in the light of local educational trends.

#### **Practical Schools.**

Four practical schools were started. All are not fully equipped but equipment is sent as it becomes available. All the central schools have practical departments in which early training is given in one or two industries, preference being given to local industries. The most popular types are: carpentry, weaving (for girls), agriculture, rattan, coir, iron and brass, and lac work, mat weaving and pottery—to mention a few.

#### **Non-Ceylonese Teachers.**

Owing to the dearth of Ceylonese qualified to teach biology, geography, mathematics and government, schools have had to engage Indian graduates to teach these subjects. No alleviation of the shortage of qualified Ceylonese teachers of science appears to be in sight as Ceylonese graduates in science have been able to obtain lucrative posts in other walks of life.

#### **Selective Test.**

The Standard VIII Selective Test was held for the first time in 1946, as an experiment. Most of the Government schools and a few assisted schools presented pupils for it.

#### **Royal College.**

In January 1946, the Royal College Preparatory School was placed under the direct control of the Principal, Royal College. An unprecedented number competed for places at the Entrance Examination in November of the same year and it

was possible to envisage an attendance of nearly a thousand at the beginning of 1947.

The expansion of the Preparatory School has brought into prominence the question of the expansion of Royal College itself, as the pupils who leave the Preparatory School will have to be absorbed by Royal College. The prospect of obtaining a free education in the mother-tongue at one stage and in English at a subsequent stage in a College of such acknowledged standing has not unnaturally led to a phenomenal increase in the demand for admission to both schools.

Education in the higher forms is broad-based. The optional arts courses include English, history and economics, oriental studies and western classics. On the science side, where there is a strong tendency for studies to become highly specialised, general courses in English, art, literature and current problems were provided. A great deal of interest was shown by the sixth form in the study of 'Government', a subject introduced in 1944.

The Royal College Hill School, Bandarawela, which was started in May, 1942, has ninety-six on the roll, of whom eighty are in residence. The Colombo Hostel was re-opened in September 1946 in a portion of the Training College buildings.

Opportunities for all-round development are provided by the following college activities:— The Library, educational tours in South India and Ceylon, Literary and Debating Societies (English, Sinhalese and Tamil), The Scientific Society, The Farm Club, The College Magazine, The Music Society, The Social League, Games (Cricket, Rugby Football, Tennis, Volley-ball, Boxing, Indoor Games), Cadet Corps (Senior and Junior), the Boy Scout Troop, Athletics.

#### Central Schools.

Seven central schools were established before the publication of the Report of the Special Committee on Education as Sessional Paper XXIV of 1943. Two others were founded in November, 1943, the very month when the Special Committee's report was issued to the public.

Thirteen schools were started in 1944. Fourteen more were founded in 1945 and another fourteen in 1946. This makes a total of fifty central schools in selected parts of the Island.

All the central schools are mixed schools. Each school has a primary and a post-primary section. In very many cases the primary school is attached to the central school (post-primary) and is under the supervision of the principal of the central school. There are still a few schools where the primary and the post-primary schools are two independent schools with different heads but there is sufficient co-operation and co-ordination of work to ensure that both function as one unit.

Where vernacular schools with post-primary classes were turned into central schools, the upper classes were retained and pupils were presented for the vernacular S.S.C. examinations, though English pervaded the curriculum. The progress of English (mainly Basic) was very rapid and soon some schools began to send up pupils for the S.S.C. English. Within this short period a few schools have been able to do higher work up to matriculation.

The medium of instruction in the primary classes is the vernacular. This is a revolutionary change for all schools, since it sweeps away the distinction that existed between English and Vernacular schools. English, however, is still a compulsory second language and is taught orally from the upper kindergarten. Though Sinhalese and Tamil have won pride of place, Pali and, in some cases, Sanskrit, also have come much more into the limelight, there is an equally keen desire on the part of pupils to learn English.

Elementary science and chemistry and physics are taught in many schools. Biology is an additional subject where suitably qualified teachers are available. Handicrafts are taught in all central schools, carpentry for boys and weaving and housecraft for girls. Lacquer work, leather work, iron work, and brasswork are also taught.

Teachers of music and Kandyan dancing too have been appointed. The teaching of religion has been organised in every central school.

The libraries are well equipped and games of all kinds are encouraged among both boys and girls.

Hostel life is provided for 974 boys and 731 girls. Scholarship holders are also supplied with free clothing, books and stationery. The central schools have 19,252 pupils on the roll. The 631 teachers include trained graduates, graduates, and trained teachers.

## ADULT EDUCATION

**Need for Co-ordination.** The adult literacy campaign and adult education movement did not receive the support they deserve. As these are still voluntary activities, they must depend on helpers imbued with the spirit of service. Interest has been spasmodic and initial enthusiasms short-lived. Everything points to the need for adult education to be taken up as a Government-directed and co-ordinated activity in which the several Government Departments, *e.g.*, the Co-operative and Health Departments and voluntary organisations (*e.g.*, the Mahila Samiti) will have their work assigned and regulated.

Teachers in some of the Government and assisted schools, however, made praiseworthy efforts to further this cause by conducting

evening classes in their schools for both men and women. Encouraging and convincing figures have been supplied by the Northern Division which had 745 adult literacy classes during the year with a record of 11,178 conversions to literacy. The three cinema vans of the Department helped the movement considerably by popularising the visual approach to education.

Night Schools are popular wherever they exist because English is taught in most of them. These schools did good work during the year.

## CURRICULA

**Religious Education.** The traditional neutrality of Government in respect of the teaching of religion in its schools has been abandoned as a result of the State Council's decision of June 1945. The broad principle now adopted is that pupils should be taught their own religion. In Government schools in which either Buddhist or Hindu children are in an overwhelming majority, the day usually starts with the recitation of 'pansil' or 'thevarams', and at least one period a week is devoted to the study of religion. On 'poya' and other sacred days, children are taken to near-by temples for corporate worship. Religious knowledge classes were arranged for the children of other denominations attending such schools, wherever the numbers warranted, and teachers of the particular denominations were available from the staff or the neighbourhood. There was a widespread religious revival in schools. The enthusiasm for religion and religious education was equally great in Buddhist, Hindu and Muslim assisted schools. Buddhism and Hinduism were offered as subjects by several pupils for the English Senior School Certificate Examination. The study of comparative religion in these schools is spreading.

Arabic was taught in Government Muslim schools. The number of children studying the subject increased considerably during the year.

**Music Teaching.** The standard of music, especially in the larger assisted schools, has improved. Qualified music teachers are available and are being employed by schools. Musical "evenings", demonstrations and lecture recitals were arranged for schools and were well attended. Oriental music is one of the subjects that may be offered for the H.S.C. examination and examinations conducted by the Lanka Gandharva Sabha. Several Carnatic music classes for teachers were organised.

**Art.** Three new Inspectors of Art were appointed in 1946, bringing up the cadre of art inspectors to 6 (1 Chief Inspector and 5 Inspectors of Art). Stress was laid on the creative side of art and the value of freedom in creative work.

The general cultural background of the subject was exhibited by means of illustrated lectures, art exhibitions and special classes for teachers.

**Needlework and Housecraft.** In housecraft, first-aid, sick nursing and housewifery need more attention. Teachers and girls showed interest in child welfare.

It is expected that work will improve as soon as foodstuffs, textiles and teaching apparatus are obtainable.

**Handicrafts.** Training in crafts is being given in several schools. The crafts so far introduced are woodwork, cloth and basket weaving, iron, brass, rattan, lac, coir and leather work. Handicraft courses are popular in the schools which have them; and, when the proposed S.S.C. Practical Examination has been introduced, it is anticipated that courses in the available crafts will be taken by most pupils as soon as arrangements can be made to start workshops in the schools.

## UNIVERSITY AND COLLEGIATE POST-SECONDARY EDUCATION

**Development of Higher Education.** There were 1,302 students in the University of Ceylon in July, 1946, an increase of 237 over the number in residence in July, 1945.

Courses using mainly Sinhalese and Tamil as media were started for the Vidya Visarada and Vidwan Diplomas, and an additional assistant lecturer in history with special qualifications in archaeology was appointed in order that archaeology might be made a university subject at the end of his period of training. The proposal of the university to start a second medical school in Peradeniya, with a new university hospital, was approved by the Government. Preparations were made for the beginning of courses in laws, agriculture and veterinary science in 1947.

Thirty-seven advocate students and one hundred and twelve proctor students were admitted during the year to the Law College.

## TEACHERS

**Training Colleges.** Primary and Junior School Teachers are trained at 9 Government Training Colleges. The trainees are Sinhalese and Tamil teachers who have passed the S.S.C. (Sinhalese and Tamil) examinations. They go through a two-year course, the first year of which is devoted to academic studies with one week of teaching practice every term and one criticism lesson every week.

In the second year, the students go through a course of professional training in the theory of education, child psychology, general and special methods of teaching. In the absence of a special centre for the training of kindergarten teachers students in the second year are allowed to specialise in this subject.

Every Training College is a residential institution. The life of the College is organised and conducted by the students and a house system has worked very well, giving the Sinhalese and Tamil trainees a very necessary part of education. Every college has its clubs and societies which are organised and run by the students.

**The Government Training College, Colombo.** At the Government Training College, Colombo, graduate teachers are given a one-year course in pedagogical subjects such as the theory and history of education, educational psychology and hygiene, the practice of education and general and special methods. Teaching practice and criticism lessons are carried out in the Practising School attached to the Training College.

Non-Graduate Teachers who have passed the S.S.C. English or higher examinations are given a two-year course at this College. In the first year much time is devoted to the development of the academic knowledge of the students.

The second year course of study is identical with that taken by the graduates.

**Teacher Training Curriculum.** Physical education is compulsory for all, while the men students must take gardening and the women students domestic science and housecraft. Special attention is also given to speech training. Art, handwork and music are also important subjects on the curriculum.

**Conferences and Refresher Courses.** Teachers conferences and refresher courses (some residential) were held in nearly all the circuits in the Island. The principals of central schools were summoned to a one-day conference in Colombo every term. By other means too, such as study circles, educational exhibitions and special classes in the various subjects, teachers have been given the opportunity to keep in touch with educational developments.

## AUXILIARY SERVICES AND EXTRA-CURRICULAR ACTIVITIES

**School Meals.** Free mid-day meals were given to all pupils in Sinhalese and Tamil schools—Government and aided—to needy pupils up to 50 per cent. of the number in central, secondary and bilingual schools, and up to 25 per cent. in junior schools.

**Physical Training.**

The system of physical training in schools has been radically changed. 'Military drill', as it is called, is giving way to the system set forth in the Board of Education (England) Syllabus of Physical Training. The school as a whole is organised for physical training. All the pupils are grouped in sections according to age or height, and the school turns out for training two or three times a week for periods varying from twenty to thirty minutes.

Interest in physical training was fostered by Education Officers and Inspectors of Schools. Every province had circuit and divisional physical training competitions and sports meets.

Malnutrition is a serious handicap to physical training in some parts of the Island. There is room for much improvement in the adequacy of playground space, supply of apparatus for physical training and availability of trained personnel.

**School Broadcasting Service.**

During 1946, 268 items were broadcast to schools. These items fell into four groups according to their suitability for different classes or for teachers.

The groups were :— 1) Primary Classes ; 2) Post-Primary Classes ; 3) Senior Classes ; 4) Teachers.

**Special Schools.**

The children in the Blind School study up to standard VIII. A great effort is being made to Braille as many Sinhalese books as possible.

In the Deaf School most of the teaching is now done in Sinhalese or in Tamil. The children have made very good progress in both languages.

**Parent-Teacher Associations.**

Every Government school is expected to have a parent-teacher association through which the views of parents regarding the welfare, progress and needs of the school find expression. There were 3,096 parent-teacher associations in existence in 1946.



## CHILE

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Primary Education. — Structural Reforms. — Study Plans. — Curricula. — Establishment of a School Psychology Service. — Secondary Education. — Administration and Organisation. — Revision of Study Plans. — Methods. — School Hygiene. — School Medical Service. — School Guidance. — Civic Training of Pupils. — Control of School Output.*

#### PRIMARY EDUCATION

**Structural Reforms.** Decree No. 4227 seeks to intensify the educative value of the primary school by organising combined courses :

(1) One-teacher schools must extend their instruction to include a fourth class.

(2) Schools with two or more teachers must provide an education corresponding to six years of primary schooling, by combining classes if necessary.

**Study Plans.** The new study plan for primary schools contains the following directives :

In the infant classes, 3 hours should be devoted to questions of health and safety training, 5 hours to muscular movements (games, rhythmic movements, dancing, handwork activities), 3 hours to language teaching, 4 hours to artistic training (drawing, music) and 3 hours to sensory and intellectual education (training of the senses, study of the natural and social environment).

In the primary classes, 3 hours should be devoted to physical and health education, 4 to 6 hours to the study of the mother tongue, 4 hours to mathematics, 3 hours to natural science, 2 to 4 hours to social science, 3 hours to handwork, domestic and agricultural activities, 2 to 3 hours to artistic education (drawing, music), and 1 to 2 hours to moral education.

**Curricula.** New curricula for the primary schools, intended to replace those of 1928, have been approved and sanctioned by the decree No. 12,046.

<sup>1</sup> From the report sent by the Ministry of Public Education of Chile.

These new curricula are in accord with the new social philosophy. Based on the assumption that pre-school education will be generalised, they seek to establish close correlation between the various types of establishments providing primary education.

They show which of the many school activities are best suited to develop the pupils' latent ability and to bring out their particular aptitudes. They also indicate the rational use of teaching material. Further, they define the purpose of education, considered as the combination of knowledge, habits, attitudes and ideas deriving from the educative process.

**Establishment of  
School Psychology  
Service.**

The school psychology service established in 1946 began to function in 1947-1948.

It is dependent on the General Directorate of Primary Schools. Its objectives are as follows :

- (1) diagnosis and classification of pupils for the special development school ;
- (2) establishment of closer relationships between the homes and the specialists dealing with psychotherapeutical treatment in all cases of mental backwardness resulting from psychical deficiency ;
- (3) co-ordination of educational treatment and psychotherapeutical treatment carried out in the schools, at home and in hospital clinics or policlinics ;
- (4) treatment of cases of false oligophrensy which are not brought before the juvenile court.

## SECONDARY EDUCATION

**Administration  
and Organisation.**

An increase in the number of technical courses connected with the secondary grammar schools should be noted. These courses are intended to provide a practical training for secondary school pupils and to enable other persons to improve their knowledge in districts where no vocational school as such exists.

**Revision of  
Study Plans.**

The study plans, teaching methods and curricula of secondary schools are being revised. With regard to the objectives of teaching, the most important problem has been to conciliate the demands of general culture and of the humanities with the preparation of the pupils for life. In the lower forms of the secondary school, "preparation for life" is the pre-dominating theme, since the majority of the pupils in

these forms will pass on to vocational schools, while in the upper forms, the studies should prepare the pupils for the universities.

In the general planning of studies an attempt has been made to intensify the teaching of the fundamental subjects such as the mother tongue and mathematics. It has been decided that the study of French shall begin as from the first year ; a course in penmanship has also been introduced in this class.

A domestic science course has been newly instituted in order to give young girls a better preparation for family life. The value of a musical education in the emotional training of schoolchildren has also been stressed. In the 3rd year much more latitude has been allowed in drawing up the curriculum so as to include up to 6 hours a week for optional subjects including various activities in connection with the local environment.

Personal activities have been introduced in the upper forms of the secondary schools, allowing the pupils to carry out research in the libraries or in the laboratories, or some form of handicraft or artistic work. In the 6th secondary school year, specialisation is possible either in scientific subjects or in classical studies.

In some of the junior secondary schools the study of Latin has been introduced as an optional subject, in order to raise the level of secondary studies.

#### **Methods.**

Instructions have been issued recommending the use of activity methods in teaching, thus supplementing the systematic school work and encouraging the development of the pupils' personality.

New educational techniques are being tried but the results are not yet officially known.

#### **School Hygiene.**

With regard to the health and the physical development of schoolchildren, mention should be made of the introduction of courses in remedial gymnastics.

#### **School Medical Service.**

The school medical service has been extended to all the secondary grammar schools in the country. For every pupil there is now a record card noting especially any organic deficiencies and infectious diseases.

#### **School Guidance.**

A school guidance service has begun to function, its purpose being to improve the conditions in which the schoolchildren carry out their studies and eventually to guide them from the vocational point of view. This service should deal with difficult cases of a social, psychological and scholastic nature.

**Civic Training  
of Pupils.**

The system of self-government, which was already in force in the grammar schools, has provided a good background for the civic training of the pupils, and has helped to develop a social spirit and to improve their behaviour.

**Control of  
School Output.**

A new regulation for the system of promotions and examinations has been established. Its chief characteristics are : (1) The importance given to the work accomplished during the school year ; (2) the appreciation of the various aspects of the pupil's personality ; (3) the organisation of objective tests during the year.

## CHINA

EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Chinese Educational Tradition. — Nature of the Educational Problem. — Administration of Fundamental Education. — Training of Teachers. — Experiments and Demonstrations. — Promotion of Border Education. — Types of Schools for the Border Peoples. — Training of Teachers for the Border Schools. — Movement in Favour of Phonetic Symbols. — Introduction of Vernacular Language. — Compilation of Basic Current Words. — Organization of People's Schools. — Pedagogical Methods. — Employment of Audio-visual Aids. — Conclusion.*

**Chinese Educational Tradition.**

The ancient teachings of Confucius, Mencius and a host of others find a distinct parallel in the principles and ideals of modern democratic education. Some of the writings left to posterity by those sages of yore propounded their almost united views on the aims of education within a democratic society. Thus in the Book of Analects, Confucius is recorded to have propagated the principle of "Instruction without discrimination". The "Universal Love" as advocated by the philosopher Mo-ti has become a fundamental factor in building up the peace-loving tradition of the Chinese people. Imbued with the spirit of these sages, the Chinese people have always upheld the ideals of veneration to learning and respect for truth. Had historical circumstances been more favorable, this democratic and peace-loving philosophy of life would have brought about better achievement in the educational development in China and would have contributed in a greater measure to the well-being of the world.

But it was not until Dr. Sun Yat-Sen, the father of the Chinese Republic, that a real democratic nation was bequeathed to the Chinese people. He has enriched mankind with the legacy of his political philosophy, which is generally known as "The San Min Chu I", "The Three People's Principles". Based on these principles, the chief aims of Chinese education are to eradicate illiteracy, to diffuse modern scientific knowledge, to raise the standard of living, to foster technical proficiency, to realize the consummation of that age-long aspiration of the Chinese people: "The whole world is one

<sup>1</sup> From the report presented to the Xlth International Conference on Public Education by Dr. CHENG CHI-PAO, delegate of the Government of China.

family". Hence it can be seen that China's popular education, generally called "people's education" clearly reflects, both in connotation and in objective, the basic outlines of the scheme promoted by UNESCO and known as "fundamental education".

With such educational traditions as background, a number of guiding principles for the promotion of popular education in China have been closely followed. The chief among these are: 1) There must be equal educational opportunities for all irrespective of sex, religion or occupation; 2) children's education and supplementary education must receive equal emphasis; 3) fundamental education must be made compulsory and free to all; 4) the Government must plan to give the people fundamental education within a specified period; 5) the school years of fundamental education must be gradually lengthened as the national economy and standard of culture improve (at present, the compulsory education period is four years, and this period should be later extended to six or nine years); 6) peoples of different minority races in the border regions should study together with the Chinese in order to foster a synthetic Chinese culture among all races.

#### Nature of the Educational Problem.

Since the establishment of the National Government, tremendous efforts have been made to popularize education among the masses. Even during the extremely critical period of Japanese invasion, her program of people's education was steadily and unflinchingly carried out. The new constitution proclaimed only last year prescribes that all children between the ages of 6 to 12 shall receive a fundamental education and that all illiterate adults shall receive a supplementary or "make-up" education. It is thus laid down that to be the recipient of fundamental education is now both the right and the duty of every Chinese citizen. But it must also be realized that with 450 million people as its background, the task is indeed herculean, only to be accomplished gradually. As soon as internal and external peace is restored, it is confidently felt that the eradication of illiteracy and ignorance in China will be effected in a short time, thereby establishing a new and strong bulwark for world security.

According to the recent statistics, of the total population of 450 million people, about 67,000,000, are children of school age, that is between the ages of 6 to 12 years. Of this number, only 31,000,000 children are at present in regular schools, leaving a total of 36,000,000 children for whom education must yet be provided. As regards the adolescents and adults, within the range of 12 to 45 years, it is estimated that about 150,000,000 persons, or over 30% of the total population are counted as illiterates. To them, the so-called "make-up education", based upon the principles of fundamental education must also be provided. Alongside the problem of providing

schools for these children and illiterate adults, it is incumbent upon the nation to train professional teachers, to prepare textbooks, to adopt the most efficient teaching methods and to provide the requisite teaching equipment. The fact that there are a vast number of illiterates in the country is evidence that the foremost task must be to remove such illiteracy. At the same time, there must not be any slackening of effort in the essential task of educating the children. If all the children of school age are enrolled in schools as the years pass by, the number of illiterates will be automatically and gradually lowered and will finally disappear.

**Administration of  
Fundamental Education.**

In order to hasten the enforcement of fundamental education in China, a new system of local government was instituted not long ago. In this system, each group of about ten families is designated as a "Chia"; each group of about ten "Chia" constitutes a "Pao"; each group of ten "Pao" forms a "Hsiang" or "Cheng" and each group of 15 to 30 "Hsiang" or "Cheng" makes a "Chu"; each smaller unit is responsible to the larger one and the last is directly responsible to the "Hsien" Government. To this local political structure the Central Government decided to link a new scheme for universal education. Accordingly, the Government decreed that each "Hsiang" or "Cheng" should have at least one six-grade primary school, to be called the "Central Citizen's School"; and each "Pao", at least one four-grade primary school, to be called simply the "Citizen's School". Each type of school should provide classes both for the children between ages of 6 and 12, and for the illiterate adolescents and adults between the ages of 12 and 45 years. For the children's classes, regular textbooks and school courses are to be used, but for the instruction of male and female adults, the so-called vernacular text, the phonetic alphabet, the 1,000 basic characters and newspapers written in "Spoken Chinese", sensory-aid materials, etc., should be utilized in order to meet their special needs. When the Government conceived the above double-purpose scheme of enhancing education and promoting self-government simultaneously, it had envisaged a long-range program of utilizing the schools and teachers as the core for general civic, economic, social and health activities. Undoubtedly, this method of popularizing education among the masses marks one of the most important steps forward taken in the field of education in this country.

The war of 1937 with the Japanese not only disrupted China's growing educational program, but also imposed new problems on the nation's education. In order to arouse the entire country to rally to the national war efforts, to stimulate the morale of the fighting men, to win the confidence of their families, and to urge workers to increase production, agencies and institutions engaged in various

types of educational activities, such as night schools, libraries, science museums, dramatic groups, musical groups, mobile education units, etc., were mobilized by the Government for concerted action. Under the most trying war-time conditions, the mobile units discharged their duties particularly well, making full use of audio-visual aids, such as motion pictures and radio programs. The dramatic and musical groups also successfully drove home to the people the Government messages on the purpose and progress of the war. So successfully did these various groups perform their duties, that the Government, realizing their importance and usefulness, has now incorporated their activities into its official regular educational program.

**Training of Teachers.** Teacher training has always received the primary attention of the Government. The fact that China needs at least one million teachers in order to cope with the enormous demands of the full program of fundamental education, indicates the magnitude of the problem. At present, there are about 800,000 teachers recruited from a large number of sources, but only about 30% of them are really trained from the normal schools. Since the new regulation on citizen's education was proclaimed, a parallel program for the extension of normal schools has also been drawn up. In order to meet the various conditions, there are two types of normal schools, the senior normal schools offering a three-year course above the junior high school level; and simplified normal schools, recruiting graduates from the six-year central citizen's primary schools and offering a four-year course. Besides these, there are special types of normal schools training specialist teachers for kindergarten, physical education, art, and music. In general, all the normal schools are to be established by the Government, no private institution being permitted and all the normal students are fully government supported. Consequently they are obliged to serve as teachers for a period of three years after their completion of training. Closely associated with the problem of teacher training is the upholding of the Chinese age-long principle of veneration to teachers. To this effect, the Government has organized the following activities: 1) each year from March 27th to April 4th, there is to be a Teacher's Training Week to arouse interest in teacher training; 2) each year on August 27th, there is to be a Teachers' Day to commemorate the birth of Confucius and foster social respect for teachers; 3) each year teachers with a long and praiseworthy record will be mentioned by the Ministry of Education and various local authorities for commendation and award.

**Experiments  
and Demonstrations.**

Parallel with the Government action in promoting fundamental education, a large number of new experiments and demonstrations, have been under-



taken during the last twenty years, both by private individuals or bodies and governmental agencies. These works have indeed assisted the Government in initiating new ideas and methods in fundamental education and have contributed in no small degree to the popularization of education among the people. Space here does not permit the enumeration of all these experiments in this brief report, but mention is made of two or three cases just to show the nature and effects of these new experiments in general.

First and foremost, the "Mass Education Movement" initiated by Dr. James Yen and his associates should be cited. During the first World War, tens of thousands of Chinese labourers were sent to France from China. Dr. Yen, who was then one of the Chinese secretaries of the International Y.M.C.A. working with these laborers, realized the handicaps illiteracy imposed on most of them, so he undertook the difficult task of teaching some of these laborers during their leisure time. In a relatively short time, they could write letters home by themselves and read newspapers. Encouraged by this fine result, Dr. Yen decided to come back to China to pioneer the so-called "Chinese National Association of the Mass Education Movement", which was destined to play a vital role in the development of Chinese education. The initial work started in the cities, but soon rapidly spread to the rural districts and thus became a Rural Education Movement. The program for the movement, namely to offer training in language, citizenship, hygiene and livelihood, was planned by a number of educational experts after they had made a careful survey of the defects inherent in the Chinese villages. Concurrently, much experimental work along the same lines has been done at Ting-Hsion in Hopei Province, Tsaou-Ping in Shangtung Province, Wusih in Kiangsu Province, and throughout the whole of Kwangsi Province.

When the Chinese Government initiated the new regulations for citizen education mentioned above, a large number of experimental centres scattered throughout the country were established. These centres are mostly managed by teachers colleges or normal schools, which are at the same time entrusted with the duty of guiding and supervising local educational work. The persons who staff the centres possess both theoretical as well as practical knowledge of education. The normal school students often take the opportunity to supplement their classroom instruction with practical training as provided by the various types of work in the centres. Some of the practical problems designed for experiments may be summarily mentioned as follows: 1) How to co-ordinate education and administration; 2) vocabularies for the masses; 3) proper reading materials for the masses; 4) equipment standards; 5) physical education and hygiene; 6) productive labor education; 7) school guidance and supervision, etc.

After the termination of hostilities with Japan in 1945, the

reorganization of old centres and addition of new ones became necessary. On the whole, the results achieved by these experiments proved the worthiness of the centres and their distinctive contribution to education in China.

**Promotion of Border Education.**

China, ethnologically considered, is a conglomeration of many races and cultures welded into a unique, homogeneous whole by a process of assimilation which has been going on for more than 2,000 years. This ethnical process is not yet over, for even to-day there are some peoples and tribes scattered over the frontier regions who, because of their geographical isolation, political ties, and religious beliefs still preserve their heterogeneous languages and customs. Principal among these races are the Sino-Tibetans, the Altaic, the Indo-Europeans, the Austro-Asiatic, and the Austronesians with an aggregate population of between 16,000,000 and 20,000,000 people. It is for these frontier minority races that the border education is to be promoted.

**Types of Schools for the Border Peoples.**

The Ministry of Education has established a special department, now known as "the Department of Border Education" to direct the administration and instruction pertaining to the education of the Mongols, Tibetans and other border minorities. In the citizen education program mentioned above, initiated by the Government, to enhance universal education in China, the promotion of border education occupies an important part. In general, the following working principles have been emphasized :

1. The establishment of schools of the primary level should receive first attention. Only when conditions permit will the adult literacy program and secondary education be propagated. The burden of financing such primary schools is to be entrusted to local authorities ; the Ministry of Education, however, will establish a few pilot schools to serve as experiments and models.

2. In order to adjust and harmonize educational activities with the physical surroundings, social and religious structures and customs peculiar to the border peoples, three special types of schools are to be established, namely the " Hillside School ", the " Tent School " and the " Temple School ".

3. The border schools must admit children of all the races and tribes living in a given locality and enroll them in the same classes, according to age, and in conformity with the plan for the fusion of the people of China proper with those of the border regions.

4. While the curriculum of the border school will temporarily have to follow the regulations as laid down for the regular citizen's schools, the fact that these border peoples have their own languages,

literature and philosophy should not be overlooked. These cultural elements, though requiring bringing up to date, must be fully utilized so as to make them consonant with the present day ideals and needs.

**Training of Teachers for the Border Schools.**

As regards the training of teachers specially for the border schools, the Ministry of Education has up to the present established 13 normal schools enrolling both Chinese youth and youth of the minority races selected under a strict system of examination. In administering these normal schools, besides certain requirements common to all the normal schools in the country, three special features must be mentioned:

1. In addition to the ordinary elements required in a normal school curriculum, particular emphasis is laid on the studies of border languages, public hygiene and elementary medicine, and rudimentary knowledge of agriculture and handicrafts.

2. Since the majority of the native youths enrolled in the border normal schools are unable to follow the regular courses of study as they have had no previous schooling or because of language difficulties, elementary classes, equivalent to the 5th and 6th grades in primary schools, have to be set up as a measure to remedy these deficiencies. Students in these classes are entitled to receive government scholarships.

3. Border normal school graduates are assigned definite work in the border primary schools. Their travelling expenses are defrayed by the Ministry of Education. After fulfilling their term of service, they are given a regular teachers' diploma by the Ministry.

In respect to language, there are roughly two writing systems or scripts among the border peoples, the pictographic and the phonetic. The scripts of Lolo and Miao belong to the former, and the scripts of the Manchu, the Mongols, the Ouigours, and the Tibetans belong to the second. The policy of the Government in the matter of teaching languages is two-fold:

1. Peoples who have a historical language and literature receive their fundamental education in their own language. They are, however, given facility and encouragement to learn the Chinese language.

2. The Chinese language is used as the main medium of teaching in the cases of peoples who are culturally backward and have no literary tradition of their own.

Based on the above principles, modernized readers have been compiled and distributed. These are usually bilingual. Each reader contains a table giving the letters of the border alphabet with their

equivalents in Chinese phonetic symbols. Thus it serves the double purpose of teaching a border people to learn Chinese and vice-versa. As an aid to literary teaching, motion-pictures, broadcasting, film-strip projects, and talking machines, as well as pictures and models are widely used. In fact, these auxiliaries have a better reception from the border peoples than mere books and publications.

#### **Movement in Favour of Phonetic Symbols.**

It is a commonly conceived fact that the difficulty of the Chinese ideographic scripts constitutes a real obstacle to the propagation of popular education in China. Consequently as far back as 1892, a Chinese scholar by the name of Lu Kan-Chang first attempted to work out a system of phoneticization of the Chinese characters. His "A New Chinese Script Based on Quick Spelling", despite its many defects, marked the beginning of a movement to reform the Chinese characters. Following the example of Mr. Lu, another scholar, Mr. Wang Chao, invented the "Alphabet of the Mandarin Dialect", which with slight modification was later renamed "the Simplified Script" by Mr. Lao Nai-Hsuan.

In 1913, one year after the inauguration of the Chinese Republic, a commission for the Unification of Reading Pronunciation was established. Its main achievement was the determination of the standard pronunciation of some 6,500 characters. But it was not until 1918 that the Ministry of Education gave its official approval of a new phonetic. It consists of 10 symbols; 24 consonants and 16 vowels. In 1919, a "Dictionary According to National Pronunciation" was compiled. In it, the Peking Dialect was formally adopted as the standard national pronunciation. During the following years, many changes have taken place. Dr. Wu Chih Hui, the highly respected Chinese scholar, took a prominent part in this work. The phonetic alphabet was modified and renamed as phonetic symbols. At the same time, a system of Roman symbols was also worked out. Both systems of symbols were officially recognized by the Government. With the invention of these symbols, particularly the former system, the promotion of popular education has been much enhanced.

#### **Introduction of Vernacular Language.**

With the birth of the Chinese Republic, the mass education movement was launched and was pushed ahead with vigour. In 1916, "The Society for the Study of a National Vernacular" was started. The avowed purpose of the Society was "to study the problem of selecting a form of Chinese vernacular to serve as the standard in education". It is to be remembered that in the early days, all the writings were generally done in literary style, different from the spoken language, or vernacular style. In about 1913, Dr. Hu Shih began to lead the movement for vernacular language, and heralded the so-called

Chinese literary revolution. At once, the revolution caught fire and immediately met the approval of the educators throughout the country. In 1919, the "Preparatory Committee for the Unification of the National Vernacular" a newly created organ of the Ministry of Education, presented the following suggestion: that "vernacular readers" should replace "literature readers" in all primary schools and that in the upper primary grade schools, selections in literary writings might be given but that the main course should be given in vernacular. The suggestion was finally accepted by the Government. This radical change in the primary school curriculum had far-reaching effects. First, readers on other subjects such as civics, history and geography, were all henceforth in the vernacular. Secondly, the curriculum in the normal schools had to be recast to meet the new requirement. Thirdly and most important it facilitated the social transmission of ideals by the simpler process of writings.

**Compilation of  
Basic Current Words.**

The primary function of the phonetic symbols is to enable beginners to know the exact pronunciation and to recognise the meaning of the Chinese characters. They have never been intended to replace the latter; Chinese characters should still remain the main tool of education. There are some 50,000 characters in the Chinese language, but only a small percentage of them are in current use. To determine the minimum number of characters required for fundamental education has occupied the attention and involved the labor of many scholars for many years.

The first scholar to undertake this task on a systematic and comprehensive scale was Mr. H.C. Chen, who in 1920 began his *magnam apus* named "a Dictionary of Current Words in the Vernacular". The final results of his study show that out of the 554,478 characters compiled from different sources, he found that only 4,729 different characters are really in current use. A number of other studies similar to the research conducted by Mr. Chen have been undertaken by several other scholars. Principally among these are Messrs. Ao Dinteh, Tu Tsuo Chow, Li Chih, Li Chin Hsi, Tsai Le-Sheng, Hung Shen, Chuang Tse-Hsuon, Ai Wei and others. The list of current characters numbering 3,420, representing the most frequently used ones out of 8,691 different characters obtained from 504,609 characters found in more than 100 popular books and documents, which was published by the Chinese Mass Education Movement, is of particular usefulness.

¶ In concluding, we may emphasize that the Chinese language is monosyllabic, but its monosyllabism has often been misunderstood or exaggerated. It is true that every written character has only one sound, but it is not true that every word or idea in Chinese is expressed by one sound. As a matter of fact, the majority of Chinese terms are bisyllabic and expressed in writing by two characters.

The component characters of a bisyllabic word may each have a meaning of its own which has no logical, ethnological or analogical connection with the word of which it forms a part. The Chinese etnologists and lexicographers of to-day realize that the roots of basic elements of a living language are not its conventional written signs but its spoken words and oral expressions.

**Organization  
of Peoples Schools.**

In the regulation for citizen's schools as proclaimed in 1939, each school is to be divided into two sections, one for children and one for adults (including women). In the children's section, there are four grades in the citizen school and six grades in the central citizen school, each grade covering a period of one year. But in order to meet the special local conditions, several grades may be combined in one classroom, though the teaching is graded according to the pupils' age and intelligence. In other cases, half-day school is practised, where classes are divided into two shifts for alternate attendance because of shortage of teachers and classrooms.

In the adults' section, there are generally two grades, a lower grade for the illiterate adults above school age and up to 45, offering a four to six month course and a higher grade for the graduates of the lower grade offering a course of instruction running from six months to one year. The teaching hours, unlike those for the children's classes, are changed seasonally and arranged for the convenience of the students either in the morning, afternoon, or evening. Men and women are taught in separate classrooms. In addition to the classes as mentioned above, there are so-called supplementary schools. The aim of such schools is to increase the students practical and technical knowledge so as to improve their productive capacity and to provide the students with an opportunity to continue their education.

**Pedagogical Methods.**

Ever since Dr. John Dewey came to China in 1919, interest in the study of new methods of instruction has been much aroused. In various experiments, the project method, the Dalton Plan, the Batavia System, the Gary Plan, the Winnetka System and others have all been tried, with different degrees of success. The project method, which was fully expounded by Dr. Kilpatrick during his lecture tour in China in 1927 still receives the greatest favor.

The late eminent educator, Dr. Tao Heng-Ghieh, seeking to bring about "social reform through education" reduced his ideas into what he called the system of "Combination of Teaching, Learning and Doing". The core of his system was the application of whatever has been taught and learned. Doing is the thing that finally counts. Recently Mr. H.C. Chen really echoed Dr. Tao's thesis when he devised his method of "teaching by doing and learning by doing". This theory of doing is now called "living education". It is a method

of education contrasting sharply with the old, dull and stereotyped methods hitherto used in China.

To-day, the qualified teachers are generally familiar with the Government's new principles of education and know how to lead discussion groups, to conduct intelligence and education tests, to handle pupils' behaviour problems, to plan instruction, to guide them in their private studies and to interpret their ideas and emotions.

Many fundamental principles of pedagogy apply equally to the teaching of adults as to the teaching of children. However, there are some particular rules that apply to adult education, such as : 1) The instruction must offer practical knowledge and training useful to the students in their daily pursuits ; 2) the training obtained in schools must be relevant to the social needs of the locality where the students live and work ; 3) instruction must be given at any time in any place convenient to the students, both indoors and outdoors ; 4) audio-visual media should be widely used ; 5) the old fashioned tea houses, theatrical troupes, story tellers, reorganized and improved, must be fully utilized as adult training agents ; 6) public libraries, museums, gymnasia, mass education halls, cinemas and broadcasting stations must be built in so far as conditions permit to assist in the propagation of social education.

#### **Employment of Audio-visual Aids.**

Special mention should be made of the use of audio-visual aids as agencies for fundamental education. A committee was organized in 1945 by the Ministry of Education and all the provinces and municipalities have set up Technical Assistance Offices. The workers in this field are to be trained in special schools and the required equipment and materials, either manufactured at home or purchased abroad, are controlled and distributed by the Ministry. In order to keep up with the newest developments, a mission was recently sent to the United States of America to study at first hand the latest progress in this particular field. It is hoped that through this mission, closer cooperation will be brought about in matters of technique and methods of audio-visual training between the two countries. Already much progress has been made ever since the war with Japan began. Broadcasting work has taken deep root in the daily life of the people not only in the cities but also in the more thickly populated rural districts. As for the motion picture work, an encouraging start has already been made. A large scale Chinese Education Film Studio was set up by the Ministry of Education in 1942. A large number of educational motion pictures and filmstrips have been turned out to the satisfaction of the educational organizations. Recognizing the importance of motion picture and broadcasting in the extension of education, the Ministry of Education has recently drawn up a Five-Year-Plan for their use and will shortly put it into practice.

**Conclusion.**

In the above account, the essential points relating to fundamental education in China have been briefly outlined. It can be seen that China has on hand a titanic problem in educating one of the largest populations in the world. Although education has always been venerated in China and has a long and rich tradition, the unfavorable political, economical, social conditions of today, as well as external complications, have often impeded the task of entirely removing illiteracy and ignorance among the masses. To-day it is not easy to judge how much China has accomplished in the promotion of fundamental education by studying mere statistics, unless the hindering forces that the country is up against are taken into consideration. It is, nevertheless, encouraging to note that in the last fifty years, tremendous progress has steadily been made. Particularly during the period of the war with Japan, educational work advanced at far greater speed. Given peace and stability, it is not too much to hope that China will soon show better achievements in educating her masses. China is ready to exert herself to the fullest realization of the principles and ideals of fundamental education, and is confident that the inauguration of Unesco, will prove a great source of assistance.



## COLOMBIA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*School Administration and Organisation. — Curricula and Methods. — Teaching Staff. — Auxiliary and Extra-curricular Services. — Future Plans.*

**School Administration and Organisation.** Primary education continues to cover a period of 4 years, and the senior primary school 2 years. The transition from the primary to the secondary school is effected by a one-year preparatory course, required likewise for normal school candidates.

The first cycle of secondary school instruction comprises four years of study; the second cycle brings the student in two years to the various university faculties.

As regards adult education, nothing has been undertaken systematically, except for a few experiments (private, for the most part) carried on in certain towns, where commercial and college preparatory courses have been organised. During the past school year, the campaign undertaken against the illiteracy among children and adults has increased in intensity. This campaign is so directed that illiterates attending day and evening courses organised for them may learn the rudiments of reading, writing and other notions essential to practical living.

At the Ministry of National Education, the sections have been transformed into departments which, in turn, are now divided into sections. In the new administrative machinery may be noted the section for the campaign against illiteracy, the supervision of this section's educational centres, the section of primary school curricula, the secondary school curricula section, and the normal school curricula section.

**Curricula and Methods.** The primary and senior primary school curricula have not changed, but a few modifications have affected those of the secondary schools. The study of algebra and geometry, which formerly could be carried on for one or two years as the pupil chose, is compulsory for two years, algebra in the 3rd and 4th years, geometry in the 4th and 5th years. The study of French, which figured in the curriculum of the 5th and 6th classes, begins

<sup>1</sup> From the report sent by the Ministry of National Education of Colombia.

now in the 4th year. Natural history, taught formerly only in the 6th, is now included in the curriculum of the 1st, 4th and 6th. In philosophy, the study of rational psychology has been transferred from the 6th to the 5th class, to make way for the study of ethics in the 6th class.

No important change is to be noted in the matter of techniques and teaching methods. In the choice of textbooks, the Ministry leaves the greatest latitude to primary and secondary school teachers and confines itself to suggestions and recommendations in this matter.

#### **Teaching Staff.**

The curriculum of the regular normal school, which formerly comprised five years of specialised studies, is at present, until the 4th class, the same as that of secondary schools, and teacher training takes place only in the 5th and 6th classes. The rural normal curriculum (3 years) has been broadened. The Higher Normal School, which prepares language, natural science and mathematics teachers, has instituted specialisation in educational sciences (4 years). In order to enter the regular normal school, pupils must have finished their primary instruction as well as the preparatory year, and must have reached the age of 12 years, while to enter the rural normal school, they must have completed primary instruction, be from 16 to 20 years old and, preferably, come from a rural background. In order to be admitted to the Higher Normal School, candidates must be already in possession of the teacher's diploma or a bachelor's degree.

In all normal schools, experiments are being carried out at present with respect to teaching aids and educational films, using for the purpose foreign films and programmes.

#### **Auxiliary and Extra-curricular Services.**

Only urban schools, especially those of large cities, enjoy medical and dental services.

The Government, the provinces and the municipalities are endeavouring to increase school canteens and to improve the menus, which are built around food of complete and nourishing character. This institution also is but partially developed in rural regions.

Sports and scout activities are developing satisfactorily, especially at the primary level. In this field, governmental aid has outstripped the rôle of private enterprise.

#### **Future Plans.**

At present, plans to reform the curricula of primary, secondary and normal education are being studied with a view to lightening them, and thus directing education into more practical channels.

## COSTA RICA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Establishment of a Ministry of Education. — The Technical Board of Education. — Primary Education. — Secondary Education. — Technical Education. — University Education. — Future Plans.*

**Establishment of a Ministry of Education.** The new political constitution, which became effective in the Republic of Costa Rica on the 8th May, 1947, brought various changes into the educational policy. On the proposal of the National Teachers' Association, the Secretariat of Education, the organisation of which no longer satisfied the present needs, was replaced by a Ministry of Education. The latter is divided into various departments and includes a Technical Board of Education.

**The Technical Board of Education.** The task of the Technical Board of Education is to promote, to organise and to integrate into the educative system experiments carried out in the field of education. It endeavours to help teachers to become more efficient, to improve schools and to spread education and culture among the people. Its chief duties are the following: 1) to draw up curricula for the primary and the secondary schools, normal schools and teachers' colleges, for refresher courses for primary, secondary and head teachers, and for adult education courses; 2) to establish a court of law (*Tribunal de Quejas*) to which teachers may appeal; to develop and organise student aid services, such as scholarships, recreation, working facilities; 4) to elaborate a programme for medical service and school canteens; 5) to establish scientific and educative standards for school buildings; 6) to further the development of technical, agricultural and industrial education; 7) to stimulate the nation's artistic, literary and scientific productivity; 8) to organise a research and statistical department, the chief aims of which would be: a) to revise the salary scales for primary and secondary teachers, for professors and for the staff of the school medical service; b) to establish a competitive system for appointment to senior posts in schools; c) to carry out sociological research on which to base school curricula; d) to carry out psycho-biological research; e) to devise means of controlling the efficiency of schools.

<sup>1</sup> From the report sent by the Ministry of Education of Costa-Rica.

The Technical Board of Education is composed of : the Secretary for Education, the General Director of Primary Education, the General Director of Secondary Education, the Director of the Department for Further Education, a representative of the Teachers' Colleges, a representative of the University Institutes of Education, a representative of the Rural Normal School and a representative of all legally constituted Teachers' Associations.

**Primary Education.** Considerable importance has been attached to adult education and 22 schools have been opened for the purpose. The introduction of evening courses for adults in each primary school is under consideration. The new budget estimates provide on that account for an increase in the teachers' salaries. In the other fields of primary education, there has been no important change, apart from the opening of new primary schools. They number at present 882, with 4,122 sections, and a total of 86,670 pupils. The general budget of primary education amounts to 14,160,257 colons

**Secondary Education.** A new department has been created for secondary education. In 1948, new steps were taken with a view to counteracting the over-academic educational methods. Centres of cultural activities were organised in high schools and new instructions given as regards active educational methods. Revised curricula and syllabuses are being prepared. There exists at present 8 recognised high schools and 7 secondary schools with a 2-year course of studies. To the latter a third class will be added next year. The budget for this department amounts to 1,252,565 colons for a total of 4,369 pupils.

**Technical Education.** This is as yet hardly developed. Only 89 private courses in needlework, drawing, arts and crafts, cooking and music have been organised in the whole territory of the Republic. A single vocational school exists, namely the Domestic Science School in the capital, which was organised on the lines of the United States and Puerto Rico domestic science schools. This Institute will be reorganised in 1949. Under the name of the Professional School for Women, it will train teachers of domestic science. The transformation of some junior secondary schools into technical schools of agriculture is under consideration. Technical industrial tuition does not exist outside of the private teaching given in Salesian schools.

**University Education.** The University is autonomous. A reform of studies is under consideration. It envisages the creation of a faculty of humanities, which would become the basis of the second

stage of university education, that of specialisation for a profession. A third stage of university education would lead to the preparation for doctors' degrees.

**Future Plans.**

The draft of the new political constitution comes up for debate at the beginning of the year 1949. The chapter concerning education provides that the State should apply modern principles in the organisation of educational activities, in order to adapt education to the economic, social and cultural needs of the present day.

## CZECHOSLOVAKIA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Generalities. — School Administration and Organisation. — School Reform. — Nursery and Infant Schools. — Primary Schools and Senior Primary Schools. — Special Schools. — Secondary and Normal Schools. — Technical Schools. — Physical Education Inspectorate. — Higher Education. — Adult Education. — Institutes of Educational Research. — Curricula and Methods. — Curricula. — "Special Study Groups". — School Textbooks. — School Equipment. — Films and Slides. — School Broadcasts. — Pupils' Autonomous Organisations. — School Buildings. — Teaching Staff. — Teacher Training and Refresher Courses. — Teachers' Research Groups. — Auxiliary and Out-of-School Services. — School Meals. — Recreation and Physical Culture. — Health Control. — Social Welfare. — Student Exchanges and Scholarships in Foreign Countries. — Parents' Associations. — Aid of People's Committees. — School Youth and Public Utility Activities. — Youth Movements. — Conclusion.*

#### GENERALITIES

The realisation of the building programme set forth in July 1946 by the National Front Government has, during 1947, suffered delays which have affected the school and cultural policy as well as the economic and social structure of the people's democratic State. This condition was due to the influence of reactionary elements, who attempted by various means to interrupt the evolution towards socialism and to restore the capitalist regime with the pre-Munich social structure. Yet a draft for school legislation to democratise education and to create conditions indispensable to raising the cultural level of the whole population was completed in 1946. It gave to all the people the benefit of culture, which had until then been reserved for a thin layer of the population. Though the Constituent Assembly has always postponed the debate on this proposed law, partial reform has nevertheless been realised during the year 1946-1947.

The year 1947-1948, on the contrary, has been an almost completely stagnant period. This lengthy intermediate state has left education in uncertainty and paralysed the enthusiasm of the teach-

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Dr. Josef VANA, delegate of the Government of Czechoslovakia.

ers, of the school youth and of the masses. The events of February 1948 put a rapid end to this situation. Czechoslovak schools have now acquired the bases which will allow them to perform their great mission. It was on the 21st of last April that the National Constituent Assembly passed the new law on the basic organisation of public education. According thereto, youth will receive a "unified" education and general or professional training in schools which are being organised in a single system. Schools will take charge of the intellectual, moral and physical development of pupils. Their duty is therefore to transmit to youth the advanced national traditions and the ideals of humanity, to lead it to independent thought, free action and to an active share in social cooperation. Schools must awaken in youth the love of progress and the desire ever to further culture. Youth should therefore be enabled to take an active part in the school life and in the task of building up the republic. The school must develop in children a sense of community, in the family, and the nation, and among the Slavs and humanity as a whole; it must prepare citizens of the people's democratic state to be conversant with political and national affairs, ready to defend wholeheartedly and courageously their country, the workers, the people and socialism.

### SCHOOL ADMINISTRATION AND ORGANISATION

#### **School Reform.**

The basic school legislation concerns the following schools: Nursery and infant schools, for children aged from 3 to 6 years; the first grade school, called national school (previously primary school), with five classes, for children from 6 to 11 years of age; the second grade school, comprising four years, which replaces the previous senior primary school and junior secondary schools. Youths aged over 15 years will go to the third grade schools. The first and second grade schools will impart to all children a basic, compulsory, unified and gratuitous education. The schools are dependent on the State. Other teaching establishments, except those which will be stipulated by law, are not entitled to call themselves schools. The State pays the teachers' salaries. A special law will allocate the expenditure incurred for buildings. School furniture and textbooks are paid for by the State.

The reform of education established by the new school legislation will take effect at the beginning of the school year 1948-1949. The senior primary schools and the lower forms of the present high schools will become one single school of the second grade. The first, second and third forms will be altered in this way as from the beginning of the school year 1948-1949 and the fourth form will follow suit as from the beginning of the year 1949-1950. The top forms of the

existent high schools will gradually be transformed into third grade schools as from the year 1950-1951. All administrative and educative steps needed for realising the planned school reform beginning on the 1st September, 1948, are now being prepared.

**Nursery and Infant Schools.** The number of nursery and infant schools has grown during the last year, but it is not yet sufficient to fill all needs. In Bohemia and Moravia, there is but 32% attendance and in Slovakia, only 25% among the children from 3 to 6 years. In 1945-1946, these figures were respectively only 24 and 9%. The school law foresees the creation of a nursery or infant school wherever in a village or factory at least 20 children can attend. A decree will set forth the terms within which infant school attendance will be compulsory for children aged 5 years.

**Primary Schools and Senior Primary Schools.** The network of primary schools is complete. Thus, only small schools remain a problem, and an attempt is being made to solve it by grouping such units. It is desirable, however, to avoid that children should have to cover too long distances in going to school, by leaving in operation, if need be, schools with less than 20 pupils. During the school year 1947-1948, the number of primary schools in Bohemia was 5305, in Moravia 3126, and in Slovakia 3424; among these schools, 43, 34 and 28% respectively had but a single class. These one class schools had an attendance among the school-age population of 17% in Bohemia, 15% in Moravia and 11% in Slovakia. In Bohemia and Moravia, there are 1873 senior primary schools with 9977 classes and 88,000 pupils. From the school year 1948-1949, senior primary schools will be transformed into second grade schools, or amalgamated with the lower forms of existing secondary schools. Special committees are already engaged, in collaboration with local councils, in preparing a new distribution of second grade schools.

**Special Schools.** The present trend is to found special boarding schools for handicapped children. The children would in fact be better able to profit in such schools than in special classes attached to primary schools. The special school for partially-sighted children in Prague is a successful experiment in this line. Founded as a primary school a few years ago, it has already two second grade forms. The teaching material used in that school has been specially adapted. Moreover, pupils are submitted to medical control and abundantly fed in the school canteen. Some of them, after attending these special schools for a time have been able to return to the ordinary ones, while the others are coached to fill their place in life to the best of their ability.



**Secondary and Normal Schools.**

In 1947-1948, there were 242 secondary schools in Bohemia and Moravia and 78 secondary and normal schools in Slovakia. With a few exceptions, these schools were co-educational. In the Czech provinces, there were 58,000 pupils, of which 40% were girls, and in Slovakia, out of 32,900 pupils, 35% were girls. The primary normal schools, the lower forms of which had already been transformed into high schools, have been in operation during the last year in the Czech provinces; 800 teachers have completed their studies therein. In Slovakia, the primary normal schools, attended this year by 2600 pupils, will be closed at the end of 1949-1950. According to the new school legislation, the four top forms of the secondary schools will be transformed into schools of the third grade from the year 1950-1951. At the same time, other schools of the third grade will be established, which will be technical schools, for attendance during two to four years, the latter leading to higher education.

**Technical Schools.**

New curricula have been introduced in the basic technical schools (formerly apprenticeship schools), which were reorganised during 1947-48. They will be made compulsory from 1950-1951 for all young people not attending third grade schools. Apprenticeship schools of agriculture will be transformed into basic agricultural schools at the beginning of the next school year. Moreover 30 technical schools of agriculture have just been opened; in compliance with the agrarian reform, model farms will be attached to such schools. In the industrial schools, the number of weekly lessons is being reduced from 44 to 36 hours, and "centres of interest" are being introduced for two hour periods each week. Each pupil may belong to different groups. A college for railway workers has just been founded, with a four-year course of study. In the schools for foremen, parallel classes have been organised for railway workers. In the business colleges and schools with a two year course of study bookkeeping has been replaced by business accountancy, comprising commercial book-keeping, commercial arithmetic, business statistics and budget estimates. This change was due to the need for preparing pupils to participate in the direction of business undertakings. During the second half of the four-year course in business colleges and in the second year of the business schools, courses on co-operative organisation have been made compulsory branches.

**Physical Education Inspectorate.**

Inspectors, specialists in physical education, have been appointed in each of the 33 regions of Bohemia and Moravia. They are in charge of the development of physical education in schools of the first and second grade, in the basic technical schools, in agricultural schools, as well as among the youth aged less than 18 years not attending schools.

**Higher Education.**

The Charles University in Prague celebrated its 600th anniversary on 7th April, 1948. The network of universities is constantly extending. At the beginning of the year 1947-1948, the Janacek Academy of the Musical Arts, with musical and dramatic sections and the Social Science College were opened in Brno. University education is going to undergo drastic reforms. Before publishing the new rules for study and examinations, the Ministry is endeavouring to democratise higher education. Two students' representatives are able to participate as ordinary members in the faculty sittings. The delegates of students and university assistants sit as advisers on examination juries. They can request the examiner to ask other questions, or, with the examiner's consent, they may question the candidate themselves. They have the right to insert in the minutes of the proceedings reservations concerning the mark given to the candidate. During the month of June, an "Open Door Day" was organised in all universities. This allowed the pupils of the top forms in third grade schools to visit the college or university which they planned to attend, and to get into direct touch with its work. From the beginning of next year, reforms will be brought to bear on the curricula and methods of the various faculties.

**Adult Education.**

The people's education services, which previously depended on the Ministry of Education, are now dependent on the Information Ministry. In each district, inspectors of culture and libraries are appointed to enliven cultural interests by theatrical tours, exhibitions, etc.

**Institutes of Educational Research.**

The J.A. Comenius Institute of Educational Research in Prague and its Brno Branch are engaged in further pedagogical work, both theoretical and practical, along the lines of the two-year plan. The State Educational Institute of Bratislava is doing similar work in Slovakia. After the promulgation of the basic school legislation, as planned by the two educational institutes, the Ministry has appointed them to draft plans for curricula revision and to prepare the publication of new textbooks. They collaborate with an ever increasing number of establishments, a fact which enabled several collaborators to travel to various countries and study conditions abroad. Six members of the Educational Research Institute of Prague have visited Moscow and Leningrad at the invitation of the USSR Academy of Educational Science.

## CURRICULA AND METHODS

**Curricula.**

The 1945 provisional curricula have been further applied and modified by various ulterior amendments. The teaching methods used made a direct appeal to the active collaboration of pupils as a collective whole and to co-operation between teachers and pupils. Satisfactory experiments in citizenship have been carried out, in which it has been possible to arouse the interest of pupils, to make them judge and understand the contemporary events and to associate them in the general reconstruction effort. In secondary schools, the schedule of teaching biology has been modified and more importance attached to practical work. Zoology, somatology and hygiene are taught in the seventh year. In the highest form, only general biology is given, summing up all ideas on life from a higher standpoint, and submitting to pupils the biological principles of a philosophical view of the world. Elocution and essay-writing have been introduced in the syllabus for a larger number of secondary schools, as optional subjects. The curricula planned by the Educational Research Institute of Prague and in collaboration with that of Bratislava and numerous specialists, will be published by the Ministry of Education before the beginning of the school year 1948-1949. The Educational Research Institute will thereafter endeavour to control the efficacy of such curricula, in order to overhaul them judiciously within three years.

**"Special Study Circles".**<sup>1</sup> Study groups comprising children with similar interests were introduced last year in a few senior primary and secondary schools. During 1948-1949, it is hoped to extend this method of grouping throughout the school of the three grades, thus giving to school work a deeper and more extensive meaning, by allowing the pupils to manifest their personal tastes and to develop their individual aptitudes for the good of the community. By this means, it will be possible to acquire a more accurate knowledge of the pupils and, in the second grade schools specially, to lead them by degrees to suitable vocational training. Pupils of the first-grade school may only belong to one study group; those of the first and second forms of second-grade schools may be members of two, while pupils of the third and fourth forms can participate in three. Detailed curricula for these study groups, as well as instructions relative to the special "catch up" study groups, for retarded or backward pupils will also be organised.

**School Textbooks.**

Since 1945, 62 new textbooks for use in the three grade schools have been published in Slovakia. In Bohemia and Moravia, schools are temporarily using pre-war textbooks, reprinted and adapted, in order that their contents may be in accord

with the people's democratic regime. For teaching subjects newly introduced in the curricula, or subjects for which no textbooks existed, temporary texts in notebook or pamphlet form are used. In addition to textbooks, auxiliary books are used to supplement the education or to group exercises. During the year 1947-1948, in the three grade schools of Bohemia and Moravia, 162 textbooks and 24 supplementary books were used. In the Slovak schools, the total number of textbooks and supplementary books in use was 14. Moreover, for technical schools, 200 textbooks and temporary texts were adopted. Several committees of experts are at present engaged on writing new textbooks and new regulations for the approval of the textbooks are being prepared.

#### **School Equipment.**

During the war, the equipment of a great many schools was destroyed. An enquiry in the Czech districts has enabled the quantity of equipment needed for the schools of the first grades to be ascertained. According to the new school legislation, it is now incumbent on the State to supply all the equipment required by schools, so planned production has been possible. For the first period of production, a list of 257 educational aids, of admittedly urgent necessity, has been agreed upon. Their manufacture is to be shared between two firms, one of which turns out the flat objects, such as wall charts and maps, etc., and the other the three-dimensional apparatus. All equipment is manufactured according to specifications supplied by the Educational Research Institutes, which endeavour to give them an esthetic as well as a didactic value. The size of the wall charts correspond to international standards.

#### **Films and Slides.**

The Ministry of Education has approved 167 films for use in all grades, except higher education. Of these films, 163 copies have been made, in order that each school district may receive one. The use of such films is made easy through the publication of "teachers' guides" giving technical and teaching instructions. The shape and dimensions of lantern slides have been standardised (5×5 cm.). Other subjects have been chosen for new school films and slides, and forty will be produced soon. Courses on technical aspects and methods of teaching concerning slides and films have been organised in all districts and attended by more than 3000 teachers.

#### **School Broadcasts.**

The Czechoslovak Broadcasting Organisations give regular programmes for the various schools. In the basically agricultural schools, listening in to school broadcasts has become compulsory for pupils attending co-operative and welfare courses in the agricultural field.

**Pupils' Autonomous Organisations.**

Pupils' autonomous organisations which have undergone structural changes this year tend to help schools in their educative task. Many such organisations prepare wall newspapers, or even publish school papers, giving information on their activities and the way they help schools and out-of-school work, also on the local community life, as well as containing literary and artistic essays.

**School Buildings.**

The Institute of Educational Research in Prague has surveyed the conditions of school buildings in Bohemia and Moravia. Thus precise information has been gathered regarding the age, value, type and situation of such buildings, the number of classrooms and other school premises, their fittings, the unsatisfactory aspects from the standpoint of hygiene and the amount of damage suffered during the occupation. Conditions in 11,519 schools situated in 9,399 buildings were investigated and, as a result, a building plan for the next 40 to 50 years has been drafted. This plan is meant to be used as a basis for successive plans, which the State will be called upon to make. It points out the necessity of building for the whole of the country (Bohemia, Moravia, Slovakia) 4,800 new school buildings, the construction and equipment of which will cost approximately 60 milliard Czechoslovak crowns. At present, 175 new school buildings are being built in Czech provinces and 200 in Slovakia. It is expected that 60% of these buildings will be finished before the end of this year.

In the five-year plan, 600 school buildings are contemplated. Teachers, architects and school doctors have cooperated in the preliminary work: raising funds, drafting the building programme, blue-prints and plans. Thus plans for model schools have been established for the various educational grades and a standard type of school furniture is being worked out, which will be manufactured wholesale in national workshops.

**TEACHING STAFF****Teacher Training and Refresher Courses.**

Since the beginning of the year 1946-1947, the professional training of teachers has been entrusted to the faculties of education. To allow teachers to continue their training while teaching, these faculties organise courses in the university centres and in other towns. Lectures are given on Saturdays and Sundays, or during holidays. Last year, they were attended by over 7,000 teachers. In addition to their special training, physical education teachers and sport coaches have attended refresher courses on physical education and its new tendencies. More than 10,000 participated in these courses, which lasted from one to

four weeks. For secondary teachers, courses on secondary school administration were organised. Teachers in the basic technical schools will henceforth be trained in education faculties. Temporarily, their studies will last for three years, and later four. During the vacations, refresher courses will be held for directors of secondary schools and inspectors of the first and second grade schools.

**Teachers' Research Groups.** Great activity is displayed among these work groups connected with the Educational Research Institutes. Such groups exist in all school districts. Teachers from all the various grades of education, except higher education, there study together various problems of education and teaching which may lead to the publication of books. These work groups also organise probationary information periods, school visits, school exhibitions, etc. They have their say in special committees concerned with the particular problems of the various subjects taught. They remain in close contact with the federated syndicate of school and cultural workers, which is part of the single central syndicate. Every year, a general assembly, during which present day school problems are discussed gathers together delegates from each local educational group.

#### AUXILIARY AND OUT-OF-SCHOOL SERVICES

**School Meals.** School canteens have been established throughout the country with the help of the Ministry of Education, parents' associations, people's committees, etc. Teachers in charge of such services have shown much zeal. The cost of meals distributed gratuitously to 68,000 school children has amounted to 10 million crowns; more than 26,000 other pupils have had meals for a nominal charge. In Slovakia, 156,000 pupils have had the benefit of school canteens in exchange for a voluntary contribution.

**Recreation and Physical Culture.** Periods in the mountains have been organised for pupils from large industrial cities. Classes or whole schools have thus gone away for 2 to 4 weeks. During these periods, the pupils are taught regularly in the morning and the afternoon is given up to recreation in the fresh air. During the year 1947-1948, as many as 18,000 children benefited from this arrangement and, in addition, 58,000 pupils from schools of the second and third grade have already participated in recreative and winter sports weeks in the mountains. Since the end of May 1948, the Sokol organisation has been in charge of the out-of-school physical education of all young people. The Sokol celebrations in Prague will comprise gymnastics and sport competitions attended by 326,000 gymnasts, i.e., 98,000 school pupils and 100,000 adolescents.

**Health Control.**

The vast movement which was launched in 1946-1947 in order to improve health conditions in schools of the first and second grade was extended during 1947-1948 to infant schools; 92% of the schools are now associated in this great endeavour. The school medical service is subordinated to the Ministry of Health, which issues instruction to school doctors. Each child must be examined by the medical service at least once every year and in case of sickness. Numerous X-ray examinations have been made in the rural districts, thanks to the mobile clinics. "Medical Brigades" systematically examine school youth.

**Social Welfare.**

Funds have been attributed to the welfare movement for young people, both by the Ministry of Social Welfare and by the Ministry of Education; the former contributing 500 millions crowns and the latter, 271 millions, of which 66 millions are to be used for medical and social welfare in schools of all three grades, and 205 millions for scholarships and social work among students.

**Student Exchanges and Scholarships in Foreign Countries.**

Thanks to a scholarship reciprocity system, student exchanges have been made possible with Bulgaria, France, Italy, Holland, Poland and the United States, as well as with Yugoslavia. On the other hand, scholarships founded by various states, quite apart from national scholarships, have given Czechoslovak students the possibility of following up their studies in England, France, the United States, the USSR, as well as in Belgium, Denmark, Norway and Sweden. Other students have been sent through UNESCO to Belgium, Poland and the United States. A few secondary school pupils have also gone to study in France and the United States, in brief, more than 450 students are studying in foreign countries.

**Parents' Associations.**

Parents' Associations have existed since 1930. Their activity was interrupted during the occupation, but taken up with renewed vigour in 1945. They have contributed to the rapid re-building of schools and take a continual interest in the improvement of equipment. The operation of Parents' Associations is guaranteed by the basic school legislation.

**Aid of People's Committees.**

The People's Committees are the leaven of the educational progress considered from the angle of organisation, administration and finance. They are the guarantee of the agreement between schools and the people's democratic principles. They procure the material and the workers for building new school buildings. Owing to their action, thousands of citizens participated voluntarily and gratuitously to the building

of schools. They have supervised the installation of electrical light in numerous school buildings, laid out playing fields, procured wireless sets, etc. Since 1945, the People's Committees and school councils have collected more than half a milliard crowns for the benefit of schools.

**School Youth and Public Utility Activities.**

The participation of youth in such activities is effected through the autonomous pupils' organisations. During the last school year in particular, school children have participated in the improvement of school buildings and grounds, in the recuperation of salvage, in the gathering of medicinal herbs, in various agricultural and forestry activities. The young voluntary workers have given more than half a million hours of work for forestry alone. Youth has also given its time for beautifying town and village.

**Youth Movements.**

Before the age of 15, school children may belong to scout organisations, after which they become members of the Federation of Czech Youth or the Federation of Slovakian Youth. Both form the Central Youth Union and deal with the cultural and political life of young people. Young workers and students meet in these movements and join voluntarily work teams for building miners' houses, roads, or railways. The importance of the Youth Federation was particularly brought to light during the World Festival of Democratic Youth, which took place in August 1947 in Prague.

### CONCLUSION

The Czechoslovak school is an integral part of the people's democratic state. Its organisation and activity are in accord with the principles stated in the Constitution. It must bring up youth to be healthy, confident, thirsty for culture, ready to realise socialism throughout the country and to collaborate with all the peoples in the world in their common effort towards peace and the welfare of humanity.



## DOMINICAN REPUBLIC

### EDUCATION DEVELOPMENTS IN 1947-48<sup>1</sup>

*School Organisation. — Physical Education. — Curricula and Methods. — United Nations Instruction. — The Global Method. — Pedagogic Tests. — Textbooks. — Auxiliary Services. — Medical Services. — School Canteens.*

#### SCHOOL ORGANISATION

**Physical Education.** During the past year a national consultative commission for physical education was constituted. Among other activities, the former Central School of Gymnastics was replaced by the National School of Physical Education, with an *ad hoc* building.

#### CURRICULA AND METHODS

**United Nations Instruction.** In future, instruction known under the name of social studies, and which included geography, history, ethics and civics, will allot a place to the United Nations, treated as much from the historic as from the moral and social angles. This question figures in the curricula of the senior primary and vocational schools.

**The Sentence Method.** The application of the sentence method (audio-visual) in the primary schools has been further improved. It is used with great success for the simultaneous instruction of reading and writing, in the junior classes of the official schools. The Institute of Psycho-pedagogic Research of the State Secretariat of Education and Fine Arts recently prepared new material including 21 work-plans, with corresponding sentences and drawings, in accordance with the experience of former years. This material was printed in a large quantities, and illustrated by artists specialising in the work. The characters employed were carefully chosen, taking into account writing and infant psychology.

<sup>1</sup> From the report sent by the State Secretariat of Education and Fine Arts of the Dominican Republic.

**Educational Tests.** The use of educational tests—continually being perfected—is becoming more and more common in all primary, secondary, and vocational schools, these tests being employed as work-checks.

**Textbooks.** The National Council of Education gave its approval to several reading primers, produced by native authors, and dealing with national questions. The Institute of Psychopedagogic Research, in collaboration with the Medical Service of the State Secretariat of Social Welfare, is preparing a series of psychological surveys of the children placed in the institutes for child re-education.

### AUXILIARY SERVICES

**Medical-Pedagogic Clinics.** New medical-pedagogic clinics for pupils were recently opened. Free attention is being provided by the dental clinic of the University of Saint Domingo, as well as by the medical services of the State Secretariat of Education and Fine Arts.

**School Canteens.** The "Brasil" de Ciudad Trujillo School recently opened a model canteen. The school-meals service and distribution of clothes are being developed.

## ECUADOR

### EDUCATIONAL DEVELOPMENTS IN 1947-48 <sup>1</sup>

*Rural Centres. — Revision of Rural Schools' Curricula. — Rural Normal Schools. — Reform of Primary Education. — Courses in School Administration. — Reform of Secondary Education. — Reform of Technical Education. — Higher Education. — Textbooks. — School Health and Physical Education.*

**Rural Centres.** Rural educational centres have been created in various parts of the country. Their aim is to provide instruction for country-dwellers more suited to the needs of rural life, and to prepare them for a rational exploitation of the soil and of the natural resources of the country, without neglecting formal education, intended to contribute to the development of intelligence and character.

**Revision of Rural Schools' Curricula.** A revision of the curricula and study plans now in force is being carried out. A new study plan has been prepared, fixing objectives for each branch of study, the knowledge that should be acquired by the pupils by the end of each scholastic period, and the means to be employed to arrive at this result. The curricula formerly in use, which was considered too academic, has been replaced by functional curricula, in which the enumeration of isolated subjects, without any connection with each other, has been replaced by clear, simple, and precise norms on the diverse school activities.

The study plan for rural education includes the following subjects: mother-tongue, applied mathematics, social sciences, natural sciences, artistic education, manual work, graphic activities, physical education, domestic science, agriculture, and farming.

Methodical norms have also been elaborated for each subject. The "centres of interest" method is particularly recommended.

New activities have been introduced in regard to the improvement of classrooms and school equipment, the preparation of didactic or other material, hygiene, domestic economy, etc. Great impor-

<sup>1</sup> From the report sent by the Ministry of Public Education of Ecuador.

tance is attached to health education, and to the improvement of agricultural and farming systems. In this way, little by little, the school enters into direct contact with the life of the rural communities.

**Rural Normal Schools.** To face demands resulting from the creation of the rural centres, reform of the study plans and of the curricula of the eight normal schools in existence has been carried out. Physics, chemistry, zoology, botany, and anthropology have been removed from the curricula, and now are included in a branch named "agriculture-farming". Two new subjects have been introduced: hygiene and domestic science.

**Reform of Primary Education.** Experimental curricula are being tried out in primary schools. Their structure is such as will permit the necessary collaboration between all primary classes. They point the orientation of the teaching methods and the specific objectives of each group of subjects at each stage. These curricula determine the minimum knowledge that the pupils in each class should possess, and the minimum activities they should undertake. The curriculum is planned in the form of work-units corresponding to the different groups of subjects.

**Courses in School Administration.** A course in school administration has been instituted as an annexe to the "Juan Montalvo" urban normal school at Quito. Considered as an urgent measure, the course is intended: to prepare for the posts of school directors, organisers, and inspectors, a group of normal school teachers or graduates in the educational sciences, capable of giving a new impulse to the educational reform, while taking into account the peculiar conditions of the country.

**Secondary Education Reform.** Parallel to the reform of the organic law of secondary education, revision of the study plan and of the curricula is being undertaken. This reform is inspired by the following principles: 1) to limit the subject-matter in each subject, so that the pupils receive essential instruction, without being burdened in a prejudicial manner; 2) to reconcile teaching to Ecuadorian reality to a greater degree; to obtain this effect the various subjects will be studied in connection with the country, in order to intensify the national pride of the pupils, and to familiarise them with their mother-country; 3) to analyse each subject in detail, in order to unify instruction in all secondary schools, and to avoid a mistaken interpretation on the part of the teachers; 4) to draft educational and teaching instructions for the use of teachers, on the most efficient manner of applying the curricula;

5) to institute three types of matriculation ; 6) to draw up study plans for boys' and girls' secondary schools ; 7) to abolish, in the sixth class, the study of separate subjects, and to introduce study by subject-groups ; 8) to cancel subjects that are more suited to the curricula for higher studies.

**Technical Education Reform.**

A new regulation, as well as new curricula and study plans have come into force. The reform takes into consideration the needs of the country, and the utilisation of its natural resources, and anticipates the gradual formation of teams of technicians for major and minor industries.

**Higher Education.**

Two new sections have been added to the national polytechnic school: a natural science section, intended to promote research work, in particular in the following domains: paleontology, general biology, botany, zoology and bio-chemistry; and a specialist section in geology and prospection, in industrial chemistry, and in electronics.

**School Textbooks.**

A national exhibition of school textbooks and teaching material for secondary schools, was opened on 1st February, 1948. This event had excellent results, both as to the number of schools participating and the quality of work displayed. an exhibition of teaching material in use in primary schools—in which all the provinces will participate—is also in preparation.

A library for school textbooks has been formed. It has already received, on a reciprocal basis, textbooks used in various countries on the American continent. It is intended to be of great assistance to teachers, students, and authors of textbooks.

**School Health and Physical Education.**

One of the problems preoccupying the Minister of Education is that of the pupils' health. The most important realizations in this domain are the following :

a) The School Medical Health Service has organised teams composed of doctors and nurses, who supervise the health of urban school and certain rural school pupils, and handle vaccinations for the prevention of typhoid, smallpox, and diphtheria, etc. This service has also elaborated norms and prescriptions concerning the practice of daily hygiene.

b) The Ministry, on its side, has organised intensive courses in hygiene for urban and rural school teachers all over the country, in order to develop scientific and practical methods of school health and public well-being.

c) A certain number of schools possess their own little school pharmacies.

d) Several urban schools have organised sections or committees of the Junior Red Cross.

e) A free dental service has been instituted for the pupils in each county-town.

f) A hairdressing service is provided at urban and some rural schools.

g) The practice of a weekly bath has been instituted in all the Ecuadorian schools.

h) Social welfare hostels, as well as school canteens and clothing—for the use of those under seven years—are provided at Quito, and in several county-towns.

i) Practice of personal cleanliness (including clothing) is regulated in all schools.

j) School walks and excursions have been the subject of regulations. In some schools companies of scouts and guides have been created.

k) Functional and educational gymnastics, as well as sport form a fundamental part of instruction at all the educational centres.

l) Notices and propaganda posters, of a prophylactic character are displayed on the school walls.

m) A committee is being formed with the object of guiding activities in health matters. It will consist of representatives of the Ministry of Education, Ministry of Social Welfare, of the Inter-American Co-operative Service of Public Health, and a representative of the Inter-American Co-operative Service of Education.

## EGYPT

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*General Education. — The First Stage of Education. — Primary Education Bill. — Secondary Education. — Exemption from Fees in Secondary Schools. — Admission Age. — Oral Examination. — Supplementary Examination. — Experimental Schools. — Girls' Education. — Supplementary Studies. — Reduction of School Fees. — Free School Meals. — Medical Treatment Units. — The Youth Service. — School Accommodation. — Training of Teachers. — Films and Radio. — Anti-Illiteracy Campaign.*

#### **General Education.**

The Ministry of Education has laid down a system for reconstructing general education on a basis that secures equality of educational opportunity for all children alike. The new system is meant to keep pace with the accelerated advance of the country, to meet its needs and to realise its ideals, and also to conform with the results obtained by other progressive nations after long experience. The system deals with the child between the ages of six and seventeen, and includes distinct progressive stages that are graded as the growth of the child demands, but are strongly linked together so as to offer ample opportunities to all boys and girls. Under this system, poverty will no longer hamper a child's prospects of receiving the highest possible education. The Ministry has already laid the foundations of this policy as regards the early stage of education, which will be carried out within the financial capacity of the state. At this stage, which is imposed on all children alike, education is necessarily of a practical nature, and is meant to equip the child for a life career, to make a good citizen of him and to provide him with adequate knowledge that has the closest bearing upon his environment. Elementary and primary education will be blended together into one stage, thus equipping all children of the nation with one form of education in this early period, after which they may follow the lines that are best suited to their individual aptitudes and to the needs of the country.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Mahmoud K. EL NAHAS, delegate of the Egyptian Government.

### The First Stage of Education.

This stage covers a period of six years (from 6 to 12), and provides free, compulsory education for boys and girls. The Ministry's policy is to raise schools in this stage gradually to the qualitative level of primary schools—foreign language excluded—and to make education in this stage accessible to all children, within the capacity of the Budget.

With these ends in view, the following co-ordination plan has been outlined : — 1) The elementary school will be gradually brought up to the level of the primary school. 2) Elementary and primary schools have been provided with a curriculum in which the 1st and 2nd years of elementary schools (6-8) are equivalent to the three kindergarten years (5-8), and the 3rd and following years in elementary schools are equivalent to the four years of primary schools. The course has been standardized for both types of schools except for the foreign language which is still taught in the 3rd and 4th primary years, and is replaced in elementary schools by an extra study of Arabic and a special emphasis on practical training. 3) Civics has been added to the syllabus. 4) Pupils who have gone through the course of any type of elementary school are allowed to take the primary certificate examination, and may take an extra paper in the Arabic language instead of the foreign language from which they are exempted.

The new syllabus was adopted at the beginning of the school-year 1947-48, and courses in different subjects were made to fit into the general scheme, always keeping in view the diversity in subjects which is necessitated by the various needs of children of both sexes in rural and urban schools.

**Primary Education Bill.** A revision of the Primary Education Act became necessary owing to the developments introduced into the 1st stage schools, along with the maintenance of the present primary school until the elementary school is brought up to its level. A law was accordingly drafted by the Ministry, which differs from the old law in the following points :—

1. With a view to enabling children to join primary schools at an early age, the admission age has been reduced from 8-10 to 7-9 years, thus excluding all children over fifteen from primary schools.
2. The new law defines the principle of free primary education.
3. The teaching of English as a foreign language in the 2nd year has been replaced by more stress on history, geography and nature study. Civics has been introduced into the 4th year.
4. Emphasis is laid on the teaching of practical subjects in all classes.



5. The oral examination in the Arabic and foreign languages usually held for candidates in the Primary Certificate Examination has been replaced by two compulsory questions added to each paper, of a nature that tests the child's command of his recitation and his comprehension of the prescribed text. In promotion examinations the Ministry will lay down rules that give more weight to oral work.

6. The Minister of Education is entitled to institute, along the lines he will decide, experimental schools which prepare their pupils for public examinations.

The bill is under consideration by Parliament, and the Ministry has put into force that part of it which lies within its jurisdiction.

**Secondary Education.** Another bill for the reorganization of secondary education has been drafted by the Ministry, and is now under consideration by Parliament. The bill is based upon the following principles :—

1. The duration of the new course is five years for boys and girls alike, instead of five for boys and six for girls.

2. Education at this stage aims at diversity and envisages the developing of the various talents of children and the linking-up of secondary schools with technical schools of different types in a way that will enable children to choose, at an appropriate age, the type of education for which they are best adapted. This classification begins after fourteen, *i.e.* after the 2nd year of the secondary school—the age recommended by educationists and confirmed by experience in Egypt and in other progressive countries.

3. The secondary education stage consists of 2 divisions. The course in the first division extends over two years, during which children receive a broad fundamental education that brings into full play their various aptitudes and abilities. At the end of this period, they will take a public examination which will determine their promotion. Successful candidates will be given an "Intermediate Certificate".

The curriculum in the first division includes religious instruction, physical training, and five subject-groups, *viz* : *a*) Languages : Arabic and a foreign language ; *b*) social subjects (history, geography and civics) ; *c*) mathematics (arithmetic, algebra and geometry) ; *d*) general science ; *e*) practical training (handicrafts, drawing, music and horticulture for boys—art, needlework, domestic science and music for girls).

4. In the first year of the 2nd division, religious instruction, languages (Arabic, a principal foreign language and a subsidiary one) and physical training are obligatory subjects. In addition, pupils may choose three subject-groups out of the following four, according to their individual aptitudes : Social subjects, mathema-

tics, physics and technical subjects (which vary with the sexes). Girls may take an extra course in feminine technical subjects instead of the subsidiary language.

5. After the 1st year of the second division, the course branches off into three sections, literary, scientific and general.

6. Only pupils who chose the social subjects in the first year are eligible for the literary section. Pupils who chose mathematics and physics are eligible for the scientific section, while the general section is open to all.

7. In the literary section pupils study languages, social subjects, philosophy and physical training, in addition to special study of either the Arabic language, the principal foreign language, or history and geography.

In the scientific section pupils study languages, mathematics, physics, and physical training, in addition to special study of either mathematics, or biology.

In the general section, languages and physical training are obligatory, and the pupil takes the three subject-groups of his choice in the first year. Girls in this section, who in the first year chose a special feminine subject instead of the subsidiary language, retain their subject.

8. The syllabus will be the same for these sections in the subjects common to all three.

#### **Exemption from Fees in Secondary Schools.**

Under the old system, pupils who obtained a certain percentage of marks in the examination, might be exempted from fees, provided their number did not exceed 10% of the total number of candidates.

To render secondary education accessible to all talented children who cannot afford to pay for it, pupils joining the first division will be exempted from fees, provided they obtained a minimum total of 60% in the Primary Certificate Examination. Pupils who obtained the same percentage in the promotion examination to the second year will also be exempted. Priority will be given to all such, but if more places are available in secondary schools, pupils with a lower percentage of marks may be accepted on payment of fees.

In the 2nd division, full exemption up to the end of the course will be granted to pupils obtaining 65% in the Intermediate Certificate Examination or in the promotion examination, and half-exemption to those obtaining 60%.

#### **Admission Age.**

The maximum age for admission to secondary schools will be reduced by two years in all classes, thus excluding new candidates above 15 and old ones above 21 years.

**Oral Examination.** The system of oral examination in languages will be modified. In the Intermediate and Secondary Certificate Examinations, part of the total mark for languages will be devoted to the oral examination, and success will be determined by the combined marks of written and oral examinations.

**Supplementary Examination.** Entry to this examination will be restricted to those candidates, who have failed in the 1st session, and need to take a supplementary examination in not more than two subjects in the 1st division, and one subject in the second, unless the candidate has obtained 35% of the total (1st division) or 40% (2nd division), in which case he may take any number of subjects he chooses.

**Experimental Schools.** Under the new system the Minister of Education may institute experimental schools in which pupils are brought up to the standard of the Intermediate and Secondary Certificate Examinations, in accordance with the regulations he will lay down.

**Girls' Education.** At the beginning of the school-year 1947-1948, the Higher Institute of Arts for School Mistresses was split into five independent institutes with various programmes for training girls on specific lines, according to their capacities—namely, the Institute of Domestic Sciences and Art of Embroidery, the Institute of Fine Arts, the Institute of Physical Training, the Institute of Social Services and the Musical Institute for School Mistresses.

The course in these institutes covers a period of 3 years, with an extra year added for graduates qualifying for teaching, in which they are taught education, psychology, practical pedagogy and special methods. In the Musical Institute, 2 years are added instead of one.

**Supplementary Studies.** These have their share of the Ministry's attention. For the boys and girls of elementary schools who are unable to continue their studies in secondary schools after finishing the 1st stage of schooling, supplementary courses have been prepared, whereby they will receive basic training in commerce, agriculture or industry, that will equip them for practical careers. At present, these subjects are taught in special sections attached to some schools.

Similar studies have been organized for the graduates of intermediate technical schools (commercial, agricultural and industrial) to raise their technical standard and to qualify distinguished graduates of industrial schools for admission to the Higher Institute of Engineering.

**Reduction of School Fees.** Apart from the exemption granted to all children in the 1st stage schools, and extended to a large proportion of secondary school pupils, education fees in all other educational institutes have been reduced.

**Free School Meals.** The Ministry carries on its policy of providing meals for elementary school children. The number of those partaking of these meals in 1947-1948 rose to 719,948, an increase of 100,000. The cost of feeding all elementary school children, amounting to one million children, has been included in the 1948-1949 budget. The Ministry, in addition, provided meals for all children in primary schools at a small price which will be cancelled as from next year.

**Medical Treatment Units.** Apart from resident medical units in the Provinces and Governorates, mobile units for the examination and treatment of endemic diseases have been created and have already started work and examined 215,000 cases this year.

**The Youth Service.** A youth service was instituted this year with a view to creating varied school activities for young people, and helping schools to develop their personalities through the right exploitation of their leisure time. The service has these objects in view : 1) Promotion of friendly relations by various means between young people inside and outside the country ; 2) development of young people's talents and aptitudes in the literary, social, sportive and artistic spheres ; 3) improvements in social life among students ; 4) education of young people through participation in discussions.

**School Accommodation.** Educational expansion, the steady increase in the number of pupils, and the lack of school accommodation has induced the Ministry to draw up a ten years' programme for the construction of school buildings. The estimated cost is 10 million pounds, to be distributed over ten years, i.e. a million a year.

**Training of Teachers.** In view of educational expansion, the Ministry has admitted the maximum number of new applicants into the various teachers' training institutes. At the beginning of the 1947-1948 session, a new section was started in the Higher Training College for training teachers of French. The following were also established : 1) An elementary training school for men teachers ; 2) Two elementary training schools, for women teachers ; 3) A rural training school which supplies elementary schools with teachers who have an intimate knowledge of Egyptian rural life. A site was well-chosen for this school, which provides the students with a proper rural society in which they live like country people—cultivating

the land, breeding animals, producing and marketing dairy produce, and practising rural crafts—on a farm attached to the school and managed on a sound co-operative basis. Free board and lodging is offered to students. The course emphasises the strong relation between theory and practice, and as far as possible, all studies are directed to a practical purpose. The study of hygiene, for instance, is closely connected with cleanliness, fighting pests, disinfection and sanitation of the school and its premises. The study of arithmetic has the strongest bearing upon the daily usual processes of buying and selling on the farm, upon the keeping of the stores' accounts and the registering of income and expenditure, and upon the fluctuation of prices in the village market. In short, the school is meant to be a model farm which will develop in its members an attitude of sympathy and understanding towards rural society, and a strong desire to serve and improve it.

#### **Films and Radio.**

This year, more emphasis was laid on the use of the cinema and the radio as an effective means of education in the class-room. Experiments were accordingly carried out in certain schools, which were provided with the necessary equipment, and the teachers were instructed in the best way of utilising these two methods of teaching. In the light of these experiments, the Ministry intends to extend the use of the cinema and broadcasting to all schools gradually, beginning from next year.

**Anti-Illiteracy Campaign.** The Ministry is proceeding steadily with the task of fighting illiteracy among adults between 12-18 (males) and between 12-15 (females). This year the campaign dealt with more than 380,000 illiterates, *i.e.* 80,000 in excess of last year.

The law provides for the teaching of all males between 12 and 45 and all females between 12 and 18, but this provision is being implemented gradually, starting with the aforesaid ages, except in the case of soldiers, labourers and prisoners. The law imposes upon all business men who employ more than thirty workers, and all land-owners who possess more than a hundred feddans, the duty of instructing their illiterate workmen at the employer's expense. The Ministry of Defence carries out a programme for teaching illiterate soldiers in the Army barracks. The Prisons Department undertakes the teaching of illiterate prisoners who serve sentences exceeding nine months.

## FINLAND

EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*The Reconstruction of Primary Schools. — Shortage of Teachers. — Pupils' Health and Hygiene. — Foreign Aid. — New Methods of Teaching. — Duration of Primary Studies. — Matriculation. — Secondary School Teachers' Salaries. — Popular Culture.*

**The Reconstruction of Primary Schools.**

The task of reconstruction of the primary schools damaged or destroyed by the war has been pursued. In the evacuated regions, accounting for 1/8th of the country's total population, there were 627 primary schools attended by 55,500 pupils. Also, 124 schools housed in school buildings and 56 in rented houses were destroyed in the North of Finland, which possessed a total of 439 schools attended by 24,800 pupils.

There were 180 schools that lost all their property and teaching equipment, while 7 others lost from 25 to 75% of this equipment. However, it was possible to organise primary instruction for all the pupils who still lacked a school. Besides the 10 new school buildings put up last year, 80 schools have been erected in the devastated region, and 40 elsewhere.

**Shortage of Teachers.**

There is an 11% shortage of able schoolmasters, which has affected most seriously the schools in underpopulated frontier regions. To improve the situation, an increase of as much as 50% was applied to the special bonus given to teachers in these regions. A new teacher training institution has also been founded and classes have been added to the earlier establishments. The inflation has necessitated a readjustment of salaries which gives the rural teachers, largely paid in kind, a situation relatively better than that of urban teachers. A general salary improvement gives teachers taking sick leave their entire salary for 30 days, two thirds from the 30th to the 180th day and half after the 180th day. If the leave has been granted after an accident occurring while on duty, or following a disease of epidemic nature, or is a maternity leave, the salary is paid in full for 60 days.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. W. SCHRECK, delegate of the Government of Finland.

**Pupils' Health and Hygiene.** A decree concerning the operation of boarding schools and holiday camps for primary school children has raised the level of competence required of wardens. In several places free meals are already given, and the law requires that this be general by the autumn of 1948. The custom of employing a dentist as well as a school doctor and nurse is being rapidly adopted in rural districts.

**Foreign Aid.** Foreign aid has principally helped the schools in frontier regions. The Quakers have distributed food to primary school pupils in devastated regions in the north of Finland. From the United Nations, 65,000 pupils have received a daily supplementary ration of 240 calories, distributed with the school meals.

**New Methods of Teaching.** A new study plan designed for primary schools and prepared by a special committee is being tested experimentally; 680 school teachers have participated in this great endeavour.

The seven-year school system has also been tried, especially in rural two-teacher schools, where a 7th primary class thus replaces a two-year evening course. The results of this experiment are regarded as satisfactory.

**Duration of Primary Studies.** Parliament has passed a law extending the duration of primary schooling from six to seven years.

**Matriculation.** A reform which came into force temporarily during recent years was finally adopted by the decree of 26th September, 1947. According to this decree, the written tests in the matriculation examinations will contain only four compulsory subjects—the mother tongue, the second language of the region (Swedish or Finnish), a modern foreign language and a choice between Latin, mathematics or science. The candidate may also take a supplementary examination in mathematics, science and two foreign languages. From 1951 onwards, in schools with Finnish as the medium of instruction, the Swedish language examination will include a composition and a translation. To apply this reform, curricula of the State secondary schools in the Finnish language were modified on 12th March, 1948. The number of hours devoted to the study of the Swedish language in the three senior classes has been increased at the expense of gymnastics.

**Secondary School Teachers' Salaries.**

Inflation has necessitated a readjustment of the salaries of secondary school teachers, which was the subject of a decree dated 12th December, 1947.

State aid to private secondary schools was increased, thus enabling these schools to remunerate their teachers according to the State school scales. The lack of competent teachers in secondary schools is becoming more marked, and is caused in part by the fact that salaries are on too low a level in comparison with those which other professions can offer.

**Popular Culture.** This task has taken many forms and it is far more actively pursued than in previous years. Within the year, three new people's schools and sixteen workers' schools have been opened. Furthermore, the committee of workers' schools, in operation for the past two years, has submitted its report to the Ministry of Education. The official Committee to increase the activity of study clubs and conferences is continuing its work. It has undertaken a study of the different problems raised by the organisation of the work of these clubs.



## FRANCE

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*General Considerations. — Administrative Measures. — Enhanced Teachers' Status. — Primary Education. — Increased Birth-rate. — Staff Recruiting. — Normal School Teacher Training. — Practical In-service and Specialised Training. — Primary Education Curricula Reform. — Secondary Education. — Changes in School Charter. — Entrance Examination Measures. — New-type Secondary Education Certificate. — Civics in Secondary Education. — Boarding School Reform. — Teacher Training. — In-Service Training. — New Classes. — Technical Education. — General Organisation. — Curricula. — Technical-School Masters' Training. — Professional Liaison. — Secondary School Liaison. — Higher Education. — Science Degree Reform. — Reorganisation of Engineering Studies. — Directorates and Various Services. — Physical Education. — School Hygiene. — Training Centres for Activity Methods. — Educational Museum. — International Centre of Educational Studies. — Summary.*

**General Considerations.** French educationalists continued their work of school re-organisation and rehabilitation during the year 1947-48, proceeding at the same time with the plan for educational reform, submitted to the Minister on 5th June, 1947, and which will shortly be embodied in a Bill.

#### ADMINISTRATIVE MEASURES

**Enhanced Teachers' Status.** Various measures have been taken to improve the conditions of work of French educationalists, apart from those provided for by social security. Among these have been the re-classification of officials, which has raised salary scales, particularly that of primary-school teachers; and—awaiting the adoption of a Statute—the organisation of representative technical committees, where the elected representatives of the teaching profession equal in number the representatives appointed by the Administration.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Marcel ABRAHAM, delegate of the French Government.

## PRIMARY EDUCATION

**Increased Birth-rate.**

The problems with which primary education has to deal result not only from the destruction caused by the war, but also from the increased number of pupils. The increase of the birth-rate has already been felt in the infant schools, and will be more and more noticeable during the coming years. The number of births in 1938 was 557,000 ; in 1944, 601,000 ; in 1945, 641,000 ; in 1946, 836,000 ; and in 1947, 900,000. The ministerial services are studying a building plan for the solution of this difficult problem, which may be financed by loans.

**Staff Recruiting.**

Another aspect of the problem is the insufficient number of teachers ; the shortage was so marked that in certain departments the number of candidates for teaching posts was smaller than the number of available vacancies. In order to remedy this state of affairs young men were admitted into normal schools either after the third grade (age 15 years), or after the second grade (age 16 years), where they pursued the same studies as students of the same age in high schools and colleges up to and including matriculation. These measures, together with the granting of a trainee's salary to student-teachers, during the two years of professional training on the one hand, and on the other hand, the recruitment campaign conducted by general inspectors (*Inspecteurs d'Académie*), have given good results ; this year the number of candidates for the normal schools has greatly increased. For example, the number of men students at Oran has increased from 85 last year to 170 this year and the number of female students from 88 to 137, in the Haut-Rhin department from 20 to 35, in the two schools at Sèvres, from 12 to 36 and from 36 to 57, etc. It is hoped, therefore, that it will be possible to provide for the creation of the 1,000 posts promised by the financial services.

**Normal School Teacher Training.**

A new method of educational training for teachers has been tried and perfected this year. In the two years of professional training after matriculation, student-teachers receive a grounding in general culture and training in educational psychology including child psychology, general and special educational theory, social studies, study of environment, practical work with regard to the teaching of observational and applied sciences, supervised personal work, etc. At the same time they gain practical experience in teaching during three three-week periods in the first year, and three four-week periods in the second year, in attached schools or in especially chosen classes.

**Practical In-service and Specialized Training.**

The rehabilitation of education continues to spread the use of active methods, and a closer relationship between schooling and the child's environment. An increasing number of teachers have attended courses to obtain the certificate qualifying them to teach in open air schools, in special classes for backward children, or enabling them to be physical training instructors, etc.

**Primary Education Curricula Reform.**

In future children receiving only primary education will be awarded the Certificate of Primary Studies at the age of 14 years, but the curricula of the final grades have been readapted to the needs and possibilities pertaining to urban and rural schools, for boys as well as for girls. Thus different programmes of study in applied science, showing the relationship between man and his environment and various human activities, are provided for in each case. Furthermore, continuation courses for pupils who are able to go on with their schooling up to the age of 16 years, have had their curricula almost completely adjusted to the modern sections of high schools and colleges. Their classes are now also called 6th, 5th, 4th, and 3rd grades; above all, the transfer of pupils in these classes to secondary schools is always possible, so that the unification of education from the years of 11 to 15, provided for by the reform, is nearly completed.

## SECONDARY EDUCATION

**Changes in School Charter.** In order to achieve this co-ordination, the School Charter Commission has substituted, wherever possible, for isolation or exaggerated competition, a close collaboration of classical, modern and technical establishments; this was done by a process of elimination and amalgamation. The creation of all new establishments and plans of extension should be carried out on the same principles.

**Entrance Examination Measures.**

By the Decree of 9th September, 1947, competitive entrance examinations for the 6th or lowest class, which were organised by each school and often on very different levels, were substituted by a uniform competitive entrance examination for all pupils wishing to attend high schools, classical or modern colleges, or continuation courses; the best pupils to be encouraged by the teachers to take these examinations. The subjects will be chosen with a view to ascertaining the intellectual aptitudes of the candidates, rather than testing the extent of their knowledge, and from this point of view the school achievement records play an important part.

The distribution of the pupils admitted is carried out afterwards according to the standard of attainment, the family wishes, and the possibilities at each school.

**New-type Secondary Education Certificate.**

Until now, only pupils with brief schooling (called "middle" in other countries) could obtain, at the age of 15 years, the middle school certificate; neither the curricula nor age stipulations permitted others to do so. In an attempt towards unification, which is the basis of the reform project, a decree has established for the first time this year, a certificate for the first stage of secondary education, which can be obtained by pupils of the continuation courses, as well as by those of high schools and classical, modern or technical colleges, at the end of the 3rd class (average age 15 years); the introduction of selective subjects in this examination gives it the necessary diversity. It covers the first four years of secondary education (11 to 15 years). As a rule it is provided for those who must discontinue their studies at the end of the third class, though it is also available to those who intend to continue; however, it is not compulsory for admission to the second class. A *special Commission* supervises the choice of tests and rules for marking, in order to avoid the danger of hasty and intensive preparation. This measure, together with the unification of curricula for the first stage, and the competitive entrance examination for the 6th class mentioned above, is a great step in the direction towards unification stipulated by the reform project.

**Civics in Secondary Education.**

Only the classes in the junior stage of secondary education used to benefit from a sufficient amount of civic and moral instruction. A decree provides, as from October next, for instruction in citizenship in the upper classes of secondary schools (for children from 15 to 18 years). It is proposed to make young French students aware of a certain number of problems of demographic, economic, social, and political nature. This will be done in the most active and concrete form possible through lectures, meetings, debates, clubs, enquiries, visits to co-operative societies, labour exchanges, syndicates, banks, savings banks, etc. For example the study will include French achievements during the last 50 years, as well as recent institutions in international life, from the League of Nations to the United Nations Organisation, stages in the development towards freedom, from Habeas Corpus and the American Declaration of Independence, to the French Declaration of the Rights of Man and the Citizen, or the economic and social machinery of a modern society. There were deficiencies in French education which needed remedying.

**Boarding School Reform.** Transformation is taking place in the school system of establishments with boarding pupils: for this reason practical courses have been organised for the headmasters of these schools, and a series of sixteen courses, one under each school authority (*Académie*) will show the teachers in charge of boarding school pupils how to carry out their tasks.

**Teacher Training.**

This year a special practical course has been organised for the candidates to the competitive fellowship examination; those from Paris were acquainted with the present problems of teaching and with educational experiments carried out in the "new classes"; in the provinces special informative lectures of the same kind have been given to the students, e. g. at Strasbourg, Toulouse, etc.

Finally, a plan for the establishment of a certificate of qualification for secondary school teaching was submitted to the Higher Council of National Education and accepted in its general outline. It will be required from all those who have not qualified for the fellowship. It will include a practical educational section which cannot be taken until the second year of practice, i.e. after the teaching diploma and acceptance of the teacher as a trainee. The candidate cannot commence the theoretical section until he satisfactorily passes the practical tests. Thus a truly educational training is expected of the candidates, assured by the establishment of educational counsellors in charge of the guidance of new teachers in the apprenticeship of their profession, and by the organisation of regional educational meetings.

**In-service Training.**

In order to stimulate educational life and to complete the training of teachers already practising, various training courses in new methods, informative meetings, exchanges of view or debates devoted to special questions, have been instituted: such as the training courses in Scientific Humanities under the chairmanship of Mr. Joliot-Curie, for the purpose of examining the foundations of scientific humanism; meetings on the teaching of history, with the assistance of eminent historians; study groups on the teaching of physics, in which such eminent scientists as Louis de Broglie have participated; congresses of modern language teachers; study groups devoted to the teaching of music and singing; and meetings on the educational value of the cinema. The voluntary participation of teachers at these meetings, and the strong impression which they made on the teaching personnel and public opinion, show an undeniable revival of educational activity in the country.

**New Classes.**

The experiment of the "new classes" was carried out this year at the level of the 4th class; in October it will be extended to the 3rd class and will thus cover nearly 750 classes of the lower division of secondary education. Thanks to the training courses organised for the teachers in charge of these classes, to the regional meetings, and to the encouragement given by the special educational counsellors of the new classes their activities have continued to develop in rhythm and efficiency. A training course held last Whitsun at the International Centre of Educational Studies at Sèvres, for the teachers entrusted with the direction

of these new classes, shows that this movement of educational revival, after having benefited by the experience of the guidance classes introduced by Jean Zay in 1937, has continued its creative development particularly as regards the co-ordination of teaching, the study of the environment and the part played by artistic, plastic, or musical training. The new optional courses, in particular the initiation to economic and social techniques have proved to be a success and will be continued up to matriculation standard. The curriculum and time-table of the "new classes" at 3rd class level have been established; they will be approximately the same as those of the 4th class, as the two grades will be a part of a whole; at the same time the part played by those in charge of work has increased in importance. Finally in October, it is hoped to introduce optional subjects in agricultural technique.

All these measures and experiments have created, throughout secondary education, an atmosphere favourable to educational developments.

## TECHNICAL EDUCATION

**General Organisation.** Technical education, which because of its importance is under the supervision of an Under-Secretary of State, tends to develop and become unified, remaining at the same time closely linked to the other branches of education, in its endeavour to give a full human training.

A Bill recently introduced provides for a central organisation covering apprenticeship as such, the promotion of qualified adult workers, and intensive courses of apprenticeship, very necessary at the moment for the country. For the time being owing to the reorganisation of the central direction services, the administration of apprenticeship centres (for children of 14 to 17 years who have completed their primary schooling) is not separated from that of other technical schools.

As regards the geographical distribution of schools, it is intended to undertake an internal revision by transfers, regroupment or creation, the generalisation of co-education in commercial sections, the admission of girls into industrial sections; and an external revision by grouping technical, classical, or modern colleges together wherever possible.

**Curricula.** The curricula for technical matriculation level, and those for competitive entrance examination to the National Schools of Arts and Crafts, are approximately the same. The curricula of the latter are being applied with a view to the reform of these

establishments (additional 4th year of studies), and with a view to increasing the scientific training. Commercial subjects are also under consideration ; their fields are being enlarged to include economic and social sciences (the establishment of a higher diploma in commercial studies).

**Technical School  
Masters' Training.**

Educational methods, and particularly activity ones, are everywhere recognized and studied. Educational meetings are held on commercial teaching, and applied art, and four-and-a-half-month training courses have been organised in the National Normal Schools of Apprenticeship, for the personnel of apprenticeship centres. The Higher Technical Normal School will soon have a third year of studies devoted to practical work and educational theory. Henceforth it will be responsible for the training of teachers recruited from industries for the teaching of drawing and the supervision of work (training period of three months). Finally the development of training periods abroad should enable teachers to keep in touch with industrial or commercial organisation, and methods of production and distribution.

**Professional Liaison.**

It is intended to ensure this liaison by the establishment of various councils and commissions, on which are represented various crafts and professions, and by practical training courses for pupils in industry and commerce.

**Secondary School Liaison.** Besides the grouping of colleges mentioned above, the need for a close liaison with secondary schools has led to the adoption of the same designation used in the classical and modern colleges for the classes of Technical Colleges and National Schools.

Furthermore, the Director of Technical Education has fully supported the organisation of educational manual work in the new classes.

It can be seen that all these efforts endeavour, in accordance with the draft reform, to achieve within the French school system, the integration of this teaching, which had been developed to a certain degree outside the school institutions.

## HIGHER EDUCATION

**Science Degree Reform.** The decree of 11th August, 1947, obliges all candidates for the degree of Bachelor of Science (*licence ès sciences*) to obtain in the first place, a certificate of higher studies proving initiation to methods of higher education, and testifying to the basic knowledge necessary for the study of the curricula of other

certificates of higher studies. The candidate can choose between general mathematics, physical mathematics and chemistry, or physical, chemical, and natural science. At the moment the organisation is under study of a preliminary certificate of literary studies in accordance with the draft reform which provides for an intermediary educational training between secondary and higher education.

#### **Reorganisation of Engineering Studies.**

A series of decrees have transformed a certain number of Faculty Institutes, which developed independently to meet the needs of industry and research in the field of applied science, into Higher National Schools of Engineering. The students in these schools, after having undergone a competitive entrance examination and three years' study, receive a general education at B. Sc. standard, and applied special training. Thus the new outline of applied schools has been fixed for the present, being on the same level as the B. Sc. degree after the the preparatory studies mentioned above.

Other measures have taken place which correspond with the present development of these sciences, such as the reform of the diploma of Doctor of Engineering in order to raise its standard, and above all the creation of a diploma of higher studies and of a diploma of Doctor of Economic Sciences, awarded by the Faculty of Law.

### **DIRECTORATES AND VARIOUS SERVICES**

#### **Physical Education.**

The Directorate of Youth and Sport is in charge of physical education. The recruitment of primary and secondary school teachers has continually improved (this year there were 900 candidates for posts of secondary school teachers, 1,670 candidates for posts of primary school teachers), and the Directorate administered 1,900 school sport societies with about 100,000 members ; 11 new centres of physical re-education have been established, in addition to the 48 already existing last year ; a School Sports Certificate for Teaching in Primary Schools has been instituted, which will take the place of the physical tests of the old Certificate of Primary Studies, 80,000 candidates for matriculation are enrolled for the tests of physical education in 1948, although optional.

#### **School Hygiene.**

School health medical supervision services, which have existed for 2 years, have continued to develop the school medical supervision and the medico-educational centres responsible for carrying it out ; they have established or generalized the regular examination of teachers for tuberculosis, the visiting of pupils prior to their admission into schools, the introduction of a sanitary record book for school buildings, etc.



### Training Centres for Activity Methods.

Originally created with a view to preparing educationalists for the duties of monitors and directors of holiday camps and child institutions, training centres for activity methods have continued to develop. Thus they have come to organise special training courses (practical work in the field of popular art, musical training, singing, dancing, dramatics, puppet shows, physical education, study of environment, etc.), and to collaborate in the training of managers for holiday camps, of teachers for boarding schools on a secondary school level, and the preparation of normal school students for extra- and post-school work. They have also spread abroad, in the form of a Belgian section. Thus in one year they have established 263 training courses with 10,576 trainees, teachers and other members of the teaching profession, sponsors of popular education, etc. The methods and curricula include a community life with an atmosphere of freedom, industry and enjoyment, direct experience of activity education, theoretical studies (knowledge of the child) and practical apprenticeship (the duties of a monitor, manual training, social life).

### Educational Museum.

*The Educational Museum and National Centre of Educational Documentation* (29, rue d'Ulm) also helps in all fields of education. Its educational library, its French and Foreign documentation (collections of works concerning education and textbooks), and its film-library, are at the disposal of all educationalists. It publishes bibliographies on the new education, the study of environment, the teaching of writing, etc. Its recent Cinema Commission examines and sometimes directs the production of educational films, and gives its approval to films and pictures of a high standard. It shelters the French Educational Societies and organises travelling exhibitions (child drawings, etc.). Preparatory steps are being taken to open in October six regional centres of educational documentation.

### International Centre of Educational Studies.

In 1947-1948 the International Centre of Educational Studies at Sèvres provided, in its historical building, for ten national training courses for French educationalists, particularly teachers of the new classes. It welcomed, cared for, and guided, for periods of varying lengths, more than 300 foreign guests, teachers, inspectors and research workers of all nationalities. It lent its services to the organisation of international meetings, such as the 15th meeting of the London Institute of Education, and the first seminar of Unesco on education with a view to international understanding.

## SUMMARY

We will not enlarge on the developments made in school psychology and in the psychology and education degree, nor on the steps taken to counteract the increase in the number of students and their difficult living conditions (*e.g.* increase in scholarships, social activities, university restaurants, and the plan to build a new *Cité Universitaire*).

Of this as of preceding years, it may be said that—in spite of current difficulties and the lack of means—it is marked by an ardent search for knowledge and by keen educational activity. It is remarkable, too, through changes made in already existing legislation but with an eye to the future, for the progressive realisation of reform in the interests both of the community and of the individual, a realisation which offers France and her youth the best hope of total recovery, harmonious order and a just fate.

## GREECE

EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*War and Education. — School Buildings. — Pupils' Health. — Technical Teaching Aids. — Primary Schools. — Secondary Schools. — Higher Education. — Student Morale.*

**War and Education.** In order to understand the conditions of education in Greece during the 1947-1948 school year, it is necessary to keep in view the political and social situation existing since 1940. In fact, in all countries the evolution of education is closely linked to the social and political conditions of the period.

After an heroic six-month struggle (1940-1941) against enemies very superior in number, Greece was subjected to occupation by the invading armies, an occupation which lasted four years. During that period, Greece knew terrible sufferings, political as well as social.

In education, the situation was most alarming. Schools were occupied by enemy armies, property was pillaged and scattered, teachers left to hunger and penury, obliged to clothe themselves in rags, sometimes victims of firing squads or dragged into concentration camps, while the starving children shivered. Worse still, entire provinces (Thrace and Eastern Macedonia) were deprived of Greek sovereignty, their population persecuted and Greek schools destroyed.

Even where it was possible, under enemy occupation, for educational institutions to remain open, it was only intermittent, classes being taken in completely inadequate private buildings or in churches. Hours of work were reduced to the strict minimum, and the length of the school year limited to a few months.

Such was, in brief, the sad state of education in Greece during the years 1941-1944. It was hoped that the liberation would allow an improvement of the situation, and that education would gradually return to the pre-war level, or an even higher one. However, not only was no restoration of the former situation permitted, but new catastrophies were added to those resulting from enemy occupation.

<sup>1</sup> From the report presented to the XIth International Conference on Public Instruction by Mr. Jean PAPAGERAKIS, delegate of the Government of Greece.

Education is thus today far from harmonizing with the wishes of the Greek government and, in particular, of the Ministry of Education.

**School Buildings.** Out of a total of 8,950 school buildings, 7,625 were damaged by the occupation armies, while 700 buildings, for the most part of recent construction, were totally destroyed. Losses are evaluated at 156,160,000,000 drachmas, to which must be added 144,090,000,000 drachmas for destruction of school property and material, bringing the total damages to 300,150,000,000 drachmas.

At the time of the liberation, in early 1945, the Greek State did all in its power, considering its scanty resources, which were fortunately increased by allied assistance, to repair the greatest possible number of school buildings, supply them with benches and admit the maximum number of pupils. Thus, about 3,000 school buildings have been reconditioned and 40,000 benches have been constructed. To attain the pre-war level, 3,000 more school buildings must be repaired, which calls for an average expenditure of 10,000,000 drachmas per unit. Moreover, 700 schools must be built completely, at an average cost of 150,000,000 drachmas per unit, and 180,000 benches must be produced.

The Ministry wishes to call attention to the readiness with which, despite a most precarious economic situation due to the war, the inhabitants of several provinces contributed voluntarily to repairing the schools. The Greek State's effort has been seriously handicapped by the war raging since 1946. New and very serious damage has been caused, including the destruction by fire of a large number of school buildings.

#### **Pupils' Health.**

The state of health of school children has been one of the government's first concerns since the liberation. The generous aid of Greece's great allies and of several philanthropic organisations (UNRRA and the International Red Cross in particular), added to the small State budget, permitted the organisation of canteens in many schools. Abundant and wholesome food has been enjoyed by children weakened by the miserable diet to which they were subjected under the occupation. Effects upon health have been evident in most cases, but during the year 1947-1948 the meal distribution service was curtailed. Because it had to grant credits to other more urgent needs, the Greek State was not able to dispose of the sums necessary to maintain all the services of the preceding years. Moreover, the war prevented provisioning several schools near the zone of operations.

The Ministry of Education endeavoured to improve the precarious health of school children by organising open air cures and school

camps. During the 1947 summer vacation, putting into effect a minutely prepared regulation, 19,889 pupils of both sexes were able to spend a month in these camps. The pure air and the charms of the countryside affected their health very favourably and this year the specialist services of the Ministry of Education are doing their best to secure the organisation of new camps. They hope to double the number of pupils who will enjoy them, and at the same time to improve the living conditions, hygiene, supervision and meals. Unfortunately, in some regions the lack of security, due to partisan raids, cripples this effort on behalf of children's health.

In the most important centres, sixty school doctors chosen by the Ministry of Education insure the supervision of pupils' health. Unfortunately, the financial situation does not permit carrying out the legislation to double the number of these doctors. Thanks to the application of preventive measures, no disease epidemic in character was noted during the school year 1947-1948. During this period, school medical services vaccinated and revaccinated thousands of school children in Athens and in the provinces. Several months ago, a systematic radiographic examination of pupils for the detection of tubercular cases was begun in Athens and the Piraeus.

The services concerned will communicate a report of these examinations, as soon as their work is terminated. Teachers are also subjected to an examination of the same kind, which will be reported on separately.

The Ministry of Education has accepted with gratitude the apparatus and special instruments necessary for these examinations, which were given by UNRRA, the International Red Cross, and the Red Cross organisations of friendly states.

During this school year, the School Children's Welfare Centre in Athens, with its scientific sections, was in full operation, examining thousands of pupils and a large number of teachers and parents. This work gave very satisfactory results.

Unfortunately, the very serious financial situation has not permitted the organisation of new centres, as planned by legislation. The fight against trachoma, begun in 1938 by the organisation of anti-trachomatic schools, has continued this year. The number of pupils suffering from this disease showed a very considerable decrease in Athens and the Piraeus, dropping from 7,731 to 2,360.

**Technical Teaching Aids.** The technical material used for teaching different subjects and which before the war was the pride of a great number of schools, was pillaged, destroyed or ravaged by fire during the enemy occupation. The Ministry has endeavoured to make good this deficiency by furnishing the most necessary and urgent items to a large number of educational establishments. For several schools it has also procured radio sets at exceptionally low prices.

**Primary Schools.**

From the above it is obvious that throughout Greece primary schools were not able to operate normally during the school year 1947-1948.

It was possible to open 8,950 six-class primary schools. If the 826 kindergartens are added to this number, the total of 9,776 educational establishments is obtained. The number of pupils enrolled is slightly over one million, and there are 16,700 teachers. The law provides for a greater number of teachers, but during the year 1947-1948, circumstances have permitted the appointment of only very few.

Almost 600,000 persons living in the country have been obliged to seek refuge near urban centres. The Ministry of Education, wishing to provide for the instruction of evacuated children, has therefore multiplied the number of primary schools in towns. Moreover, special commissions, on which are representatives of the Ministry of Education, take the responsibility of moving and of settling in safer areas children from 5 to 16 years, who live in threatened regions. Special schools, provided with the necessary teaching staff, have been established for these children.

**Secondary Schools.**

The duration of secondary school instruction is six years. During the year 1947-1948, the number of secondary schools of classical and of practical instruction totalled 263, with 160,474 pupils. Moreover, 32 commercial schools were in session, with 5,620 pupils. Although the unfavourable conditions already mentioned did not enable either agricultural or technical schools to be opened, 50 practical vocational schools were in operation.

There were 3,180 teachers in institutions of secondary education (classical, practical, and commercial schools), or half the number anticipated by legislation, the enforcement of which is still held up by financial difficulties.

**Higher Education.**

During the school year 1947-1948, there were functioning in Greece nine co-educational, and two women teachers' academies for the training of primary school teachers. They were attended by about 650 students. Likewise were active the Physical Training Academy of Athens, which prepares physical education instructors, and the Harokopos School of Domestic Arts which prepares domestic arts teachers for girls' secondary schools.

All the faculties of the Universities of Athens and Salonica were also operating, with 209 professors and 13,700 students. Among schools remaining open were also the National Polytechnic School (48 teachers and 1,314 students), the School of Commercial and Economic Sciences (20 teachers and 1,700 students), the Pantios School of Political Science (20 teachers and 1,300 students). But the meagre credits granted by the Ministry of Education, and the very limited financial means of these institutions of higher learning,

have not enabled them to repair the damage caused by hostilities or to resume their normal pre-war conditions of operation.

**Student Morale.**

Growing up during a period of unhappy events, amid conditions which are still detrimental, the younger generation has yet managed (as it did during the occupation) to keep its morale intact, though the chosen target for the pernicious influence of many antichristian and anti-national organisations. Religious and national sentiment is growing among schoolchildren and students, and the Ministry of Education has confidence in the ability of youth to continue the great traditions and the long history of the Hellenic nation, and to demonstrate the spirit and vitality of the Greek people.

## HOLLAND

EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Freedom of Education. — Financial Equality in Elementary Education. — Control of Education. — Towards General Financial Equality. — Extension of Compulsory Education. — Teacher Shortage. — In-service Training. — Subsidizing Girls' Secondary Schools. — Vocational Training.*

**Freedom of Education.** Anyone wishing to obtain a clear insight into the organisation of the educational system of Holland should above all acquaint himself with the Dutch national character. He will then encounter first and foremost in every sphere, be it religious, spiritual or social, one predominant thought—liberty.

This love of freedom characterizes education in the Netherlands. "Education is free" is one of the first phrases in the relevant article on education in the Dutch constitution. Not only is teaching free, but parents are allowed freedom in the choice of a school for their children. Parents who object to sending their children to a school sponsored by the Government, where instruction is given with due respect for the religious creeds of all, can send them to a denominational school, where they are taught according to their own religious convictions. It is expressly laid down in the constitution that the freedom of this denominational tuition with regard to the choice of educational equipment and the appointment of teachers shall be respected. The State cannot exercise any influence either on the one or on the other. This love of freedom is so deeply rooted in the spirit and hearts of the Dutch people that during the years 1940-1945 the occupying power found itself up against a brick wall; every regulation it imposed, however careful and hidden the terms in which it was couched, was doomed to failure.

**Financial Equality in Elementary Education.** Denominational education in the Netherlands enjoys exactly the same rights as State education. Its value is also entirely equal, thanks partly to the rule that teachers in State and denominational schools must have the same qualifications. It is only in financial matters that equality has not been attained in all branches of education. Only for denomi-

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Dr. J.H. WESSELINGS, delegate of the Dutch Government.



national elementary education (schools for ordinary and for advanced elementary education) does financial equality exist to its full extent. This was brought about by the Act of 1920; which has been repeatedly revised and improved, although the main principles have remained intact. The last amendment was effected recently. It consists partly in improved methods of perfecting the equalization between State and denominational elementary education, partly in an incorporation of measures adopted during the occupation which were already prepared before 1940, partly in a scheme for the rebuilding and repairing of schools destroyed or damaged during the war. The fact that not one voice was raised in Parliament against the Bill, which was passed unanimously, goes to show how uniformly popular the idea of financial equality between State and denominational education is in the Netherlands.

#### **Control of Education.**

It should not, however, be deduced from the above that there is general satisfaction in this country with the organisation of the educational system. The champions of State education have noted with uneasiness the continuous advance of denominational education, and have questioned why it is that in such a short space of time more than two-thirds of the children in the Netherlands have begun attending the denominational schools. The answer to this question has quite rightly been sought at the source, and the query arose whether the Government, whose servants often have an entirely opposite ideology and outlook upon life, is the most suitable institution to supervise education. A search is now being made for new governing bodies which, while preserving the fundamental idea of the State school, will be more directly interested in the schools than the present governing body. It will, however, not be a simple matter to find a solution to this problem, but found it must be in the not too distant future.

#### **Towards General Financial Equality.**

Complete financial equality, as already pointed out above, only exists with regard to elementary education. It is, therefore, not surprising that other branches of education also aspire to such equality. In this connection, the most characteristic tendency during the past year was the extension of financial equality upwards. A Bill dealing with financial equality for teachers' training colleges was prepared, and is expected to be submitted to the States-General before very long. The same may be said of a Bill for the grammar schools (*gymnasias*) and other secondary schools, and quite recently partial financial equality in higher education was realized. As the Bills mentioned above are still in the preparatory stage, this report cannot include further details. A short summary of the amendment of the Higher Education Act will therefore have to suffice.

It was worth noting that the right of existence for denominational university education was not disputed. During the past years these institutions have so contributed to the enrichment and development of science and culture in the Netherlands that the improvement of their financial situation has aroused no difficulties whatever. The new regulation, while leaving sufficient scope for private donations, insures a more judicious distribution of the number of professors and encourages a better economic administration. On the other hand, it prevents the over-hasty establishment of new institutions by imposing a ten-year delay before they can have the right to a subsidy.

When fixing the financial allowances granted by the State to the denominational universities and colleges, the fact has been taken into account that for a university the costs entailed by a medical, natural science or veterinary faculty are very much higher than those of the other faculties. Therefore, the percentage of costs borne by the State varies according to the number of "expensive" faculties. These percentages have fixed at 30, 50 or 60 per cent of the average expenses of a State university—up to a maximum of 65, 80 or 85 per cent of the expenses incurred by a denominational university or college.

Contrary to the situation in elementary education, for instance, there are no objective standards available for university education. In accordance with the guiding principles of the Dutch educational policy, no judgment of the appropriateness of expenditure is possible since the number of staff required and similar factors cannot be estimated in advance. Such judgment, which would inevitably be arbitrary, as every objective standard is lacking, would deal a blow to the freedom of education. Anything exceeding reasonable limits will, however, not be considered for reimbursement.

#### **Extension of Compulsory Education.**

Compulsory education has now been fixed at eight years. It commences at the latest as soon as a child reaches the age of seven and ends when he attains the age of fifteen. Since the organisation of an eighth school year entails certain preparatory measures with regard to accommodation, teachers, and school equipment, a seven-year period of compulsory education will have to be maintained until 1st January, 1950.

Steps have been taken to ensure better observance of compulsory education, and to prevent parents from shirking their duty by withdrawing their children from school prematurely. The prosecution of negligent parents has been speeded up, whilst penalties have been made more severe. A term of imprisonment can even be imposed in serious cases of default. Moreover, the compulsory education of boatmen's children has been brought under stricter control.

**Teacher Shortage.**

The shortage of teachers which affects the Netherlands as well as other countries is being combatted by every possible means. Teachers' salaries have been increased quite substantially, with the result that many who had found work in private enterprise returned to the teaching profession. Furthermore, the obligation for teachers to retire at the age of 60 years, a measure imposed at a time when there was a large surplus of teachers, has been abolished. Finally, special courses were organised for persons holding a leaving certificate from a grammar or other secondary school, permitting them to obtain a teaching certificate after one year's study. These courses have proved very successful. They have drawn more than twice the number of applicants anticipated and there is nothing but praise for the abilities and enthusiasm of these candidates. After they have obtained their teaching certificates in September, the shortage of teachers which has already been considerably reduced by the other two measures, will be a thing of the past.

The salaries of the teaching staff of the pre-university and secondary schools have also been improved. It is expected that the number of applicants for teaching posts in these schools will consequently increase and that the shortage of teachers here also will be greatly reduced.

**In-Service Training.**

Refresher courses in pedagogy and teaching methods organised for teachers have aroused intense interest throughout the country. From time to time, teachers need to be lifted out of their daily groove and given an opportunity of acquainting themselves with new methods and new ideas. These courses provide that opportunity and give them time for reflection, which is profitable to teaching and contributory to its spiritual renewal.

New life is also noticeable in the pre-university and secondary schools where similar refresher courses have likewise been organised for the teachers. Further, these schools have been freed from the necessity of following a strictly set curriculum. With the consent of the Crown, deviation from such a curriculum is possible in those cases where the special teaching system makes this desirable. The inclusion of the subject "music and singing" in the curriculum entirely fits in with this new spirit.

**Subsidizing Girls' Secondary Schools.**

Finally, with regard to secondary education, the possibility of subsidizing girls' schools deserves mention. Of recent years the number of such schools has continued to increase steadily, as they appeared to fill a social need, but their development was, however, hampered by the fact that they received no subsidies from the State. This inconvenience was removed this year.

**Technical Training.**

Technical training was least affected, at any rate as far as legislative measures are concerned. The increasing industrialization of the Netherlands and the shortage of skilled workers made it necessary to extend this type of instruction considerably. A large number of vocational schools have been granted subsidies. Here as elsewhere there is a palpable shortage of accommodation, coupled with the impossibility of building new schools at short notice. A certain priority has therefore been granted to the building of these schools. Unfortunately, on account of the shortage of material and of labour, the reconstruction of buildings and equipment damaged by the war is progressing relatively slowly. The schools are overcrowded and often a rotation system is the only solution. However, there is every reason to hope that the present difficulties will be overcome in the not too distant future.

## HUNGARY

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Social and Educational Evolution. — State-control of Religious Schools. — Adult Education. — Teacher Training. — Technical Instruction. — University Evening Courses. — People's Boarding Schools. — Development of Secondary Education. — Youth Movements and Pupil Self-government.*

#### **Social and Educational Evolution.**

Since Hungary has followed an evolution completely different from that of western countries, its needs and problems are likewise different from those of Western Europe. Consequently, without a rapid glance at the country's social evolution, it would not be possible to understand the radical changes which have taken place in Hungary during the past school year.

Following the rules of historical evolution, Hungary became, during the XIXth century, a semi-colonial country within the economic structure of the Hapsburg Monarchy. Industrially, she was in a state of dependence in relation to Austria. National industry was forced to adapt itself to Germano-Austrian capitalist interests, and the greatest part of the national revenue came from agricultural production, based on the output of large landed properties. These large properties covered a third of all the arable surface of the country, and their owners, linked to capitalist interests, exerted a dominant influence in the land, from a political, economic and cultural point of view. National economy was based on the system of landed estates and, for purposes of production, it relied on exploitation of the masses and on keeping them at a low standard of living. The principal characteristic of Hungarian life was, therefore, feudal oppression of the working classes.

To make their authority effective, the ruling classes used not only direct oppression, but also less violent methods. They had to keep the working class on a very low level. When the educational and social system makes practically impossible the cultural revival of the exploited masses, the latter are not in a position to carry on an organised struggle on behalf of their liberation, and thus became easy prey for the ruling classes. The former ruling classes were able to stifle skilfully the cultural yearnings of the masses.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Georges ALEXITS, delegate of the Government of Hungary.

This situation is demonstrated by the two following examples. Using the school statistics of 1930-1931 as a basis, the sociologist François Földes has shown that only 5.1% of secondary school pupils came from the poor industrial and agricultural groups, whereas these two social classes represented 56.4% of the country's total population.

The other example is furnished by Laszló Nagy, the distinguished Hungarian specialist in child psychology. Having examined the memory of 5,000 six-year-old children, he found no difference between children coming from proletarian surroundings and those of bourgeois families. He examined the same children at the age of 12 years and reached the conclusion that the memory of children from workers' families was, on an average, 33% below that which he had noted among children of middle-class families.

One of the most important tasks of the popular democracy was, therefore, so to transform the former educational system as to allow workers to reach a higher cultural level, corresponding to the development of productive power. It was in this spirit that, in 1945, the Hungarian democracy instituted a general, single and compulsory educational system for all children between 6 and 14 years of age. In 1946, it developed the system of people's boarding schools and, in 1947, the government set about reforming the training of teachers. Evolution in the last school year must be judged above all in the light of enlarging and improving quantitatively the cultural level of large masses of the population.

#### State Control of Religious Schools.

Until a very recent period, the development of the new educational system was very seriously retarded by the religious schools, which were many in number. During the school year 1947-1948, 62% of the schools on the lower scale were still under the control of the churches, a fact which endangered the government's policy in favour of raising the cultural level of the masses. There were a large number of one- or two-class religious schools where children from 6 to 14 years of age were all under a single teacher, so that education was ineffective. Organised in this primitive manner were 2,066 schools (25.5% of the total number of primary schools), with 210,000 pupils that is, 19% of the school children between 6 and 14 years of age. In many villages, there were 3 schools of this type, for instance, one Catholic, one Calvinist, and one Lutheran. Separately, these schools were doomed to failure. It would have been possible to unite them and make a single, good, general school, but the churches had refused to co-operate and, in case of centralization, each would have claimed for itself alone the management of the new general school.

Religious schools had, therefore, preserved the former anti-democratic structure and were a natural aid to the outdated educational policy of the preceding régime. Emphasizing their other

defects was the fact that they were overcrowded. In the Catholic schools, there was on an average one teacher to 42 pupils. In the State schools, there were only 33 pupils per teacher. Moreover, since the religious schools practised outmoded methods of teaching, they were incapable of performing the task demanded by new conditions. Their misguided conservatism prevented them from using new educational methods which would have been valuable to them, despite the organic defects from which they suffered. For example, invoking their independent status, the religious schools refused to use the new textbooks, published at low rates by the State. Yet they themselves were not in a position to publish manuals conforming to progressive educational requirements. This attitude obliged the religious schools to teach without textbooks, with most unfortunate results.

The reasons we have enumerated made necessary the control of religious schools by the State, accomplished by the 1948 school law. This will allow the opening, for the school year 1948-1949, of 600 good general schools by the centralization of the 2,066 small religious schools. The 18,000 primary and secondary school teachers of the religious schools have entered the State service, which has improved their lot considerably, both from a material and an intellectual point of view. It may also be added that in Hungary the desire to place schools under state control had long been cherished, and was first openly expressed exactly one hundred years ago, at the First Hungarian Educational Conference of 1848.

In the autumn, each pupil will receive the new official textbooks. This means printing, in the interval, 2,500,000 volumes, a task which has already begun and which entails an expense of 15,200,000 florins, and calls for 56 carloads of paper. To 200,000 pupils, or one sixth of all school-children, the textbooks will be free.

#### **Adult Education.**

Workers' adult education schools were greatly extended last year. These are secondary schools which organise evening classes where workers receive complete instruction. The new budget allots 11,000,000 florins for their development, which represents a considerable increase over last year's figure of 3,500,000. Since 12,500 workers attend these schools, it means that the State agrees to a financial sacrifice of 861 florins per year for the instruction of each worker. It was agreed that adults should have a course of studies differing from that of adolescents and, during the year, work was begun on preparing special curricula. This task will be continued by the preparation of special textbooks for workers' schools.

#### **Teacher Training.**

The Ministry has been obliged likewise to make extensive changes in the sphere of teacher training. This reform was rendered necessary by the new requirements of general

schools, for the earlier normal schools served only the interests of the former feudal-capitalist system. The operation of dissolving the former system began in 1947 and the last teachers' diplomas of the earlier normal schools will be distributed at the close of the 1948-1949 school year. The former normal schools will be succeeded by training colleges, candidates for which must have passed the matriculation examination. Half of the students are housed in hostels attached to the training colleges, where studies last three years. As early as the year 1947, two such training colleges were founded and two others will be opened shortly, which will mean that the next school year will begin with four training colleges. Further, in 1948 the Institute of Educational Sciences, with four sections: education, psychology, sociology and adult education, opened its doors. Also, a special department has charge of cultural relations with foreign countries. Great hope is placed in this new institution which will give considerable impetus to the development of educational sciences in Hungary.

**Technical Instruction.** A Higher School of Technical Training was opened this year in Budapest, next to the Polytechnic School. Its business is to provide professional training for technicians of the most varied concerns: radio, postal services, railways, textiles, aluminium, etc. Its pupils, recruited among skilled labourers and business employees of at least three years' experience, must pass entrance examinations. They take evening courses at the school for three years, while continuing their usual occupations. After three years of specialized studies, they pass their final examinations and obtain the diploma of specialized engineer.

**University Evening Courses.** Further mention should be made of the evening courses organised at the Schools of Law, Arts and Economics of the University of Budapest. These courses are attended by workers who have passed their matriculation examinations. This requirement does not mean any strain on the newly democratic status of education, for, in the workers' secondary schools, it is the peasants and workers who take the matriculation examinations.

**People's Boarding Schools.** In almost all the countries in the world, the effort to raise the cultural level of the masses is hindered by obstacles of a financial nature. In Hungary, the peasant masses are not yet able to pay the expenses of their children's studies and prolonged stay in towns. The people's secondary school movement endeavours to solve this problem. With a view to aiding children of rural regions (very neglected in the past, as regards culture), it offers them, in establishments built for the purpose, free lodging, food and adequate instruction. The number



of pupils in the people's secondary boarding schools, which was 6,000 last year, is now almost 10,000. It is encouraging to note that improvement in quality accompanies increase in number, for the great majority of pupils qualified well in the examinations. This year, the placing under state control of religious schools and their boarding establishments has contributed to the movement in favour of people's schools, for it frees 6,300 places in boarding schools which were formerly attached to religious schools. In the past, the Churches asked for high registration and residential fees, thus increasing the gap between the common people and the bourgeoisie. The law on state control of religious schools puts an end to this state of affairs and, in the next school year, the 6,300 places will be distributed among workers' children. Thus, the number of pupils attending people's secondary schools will rise to about 16,000 all at once.

**Development of  
Secondary Education.**

An increase in the number of secondary schools was necessitated by the development of governmental action towards raising the cultural level of the masses. In addition to the vocational schools, there were 179 grammar schools in Hungary. The placing under state control of 46 normal schools formerly belonging to the Churches and the closing of the former normal schools opened the way for this increase and the number of grammar schools will be raised to about 210 by next autumn.

**Youth Movements and  
Pupil Self-government.**

As regards life within the school, the most important changes occurring during the past school year were the considerable development of youth movements (Pioneer Movement, Pupils' Association) and the introduction of self-government in secondary and higher schools. Thanks to these two innovations, pupils are spontaneously tending to impose the necessary discipline, which is in harmony with the principles of democratic education. The first result of this new outlook has been the development of the pupils' group consciousness, and they have organised on their own initiative movements called "Learn More" and "Learn Better". These movements stimulate teamwork and organise competitions between the different schools, classes and groups and among the pupils themselves. Participation in the competitions is voluntary.

## INDIA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Generalities. — Introductory Remarks. — Educational Problems and Independence. — Fundamental Education. — Adult Education. — Preliminaries to the Introduction of Compulsory Schooling. — Development of Education in the Provinces. — Medium of Instruction. — Military Training. — Refugee Teachers and Pupils. — Technical Education. — Development of Technical Institutes. — Technical Education in the Provinces. — Financing Educational Schemes. — Structural Reforms. — Curricula and Methods. — Curriculum Reform. — Introduction of New Methods. — Improvements in Salaries. — Training of Teachers. — Youth Movements. — Physical Education and School Hygiene. — Education of the Handicapped.*

### GENERALITIES

**Introductory Remarks.** The year 1947-48 marks a turning point in the history of India. After long years of struggle and agitation, of internal disputes and foreign domination, India has now achieved political liberation, and the privilege of making her peoples' will the corner-stone of her national edifice. The great task that lies ahead is to build in the minds of the people a wise will, and the strength to assert it effectively. This means more education, and the right kind of education. The great majority of the people are illiterate and unperceiving. What was done in the wake of this freedom is, perhaps, understandable in the circumstances, but none the less, heinous and perturbing. Merely to glimpse what is happening, not only in Asia but also in the West, is to make one realise that all is not well.

One of the causes of this sorry state of affairs is a misguided, ill-planned and unrighteous education. There is a significant saying that upon the education of a people the fate of that people depends. And one people's fate is linked up with that of other peoples in the comity of nations. It is necessary, therefore, to plan for right education for the children of all nations, for education for peace and understanding and good-will among men, for education that will teach the

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mrs. P. JONARI, delegate of the Government of India.

children to abhor bloodshed and exploitation, for education that will teach them to respect human rights and human values. Let the children find succour and sustenance on such an education and grow up on it; then one can confidently hope that all may still be well.

### EDUCATIONAL PROBLEMS AND INDEPENDENCE

**Fundamental Education.** India today, which is just crossing over the threshold, and coming to be looked upon as a self-determining people, has a particularly heavy responsibility. A good eighty to eighty-five per cent. of the people are still ignorant and illiterate. Before the newly-won freedom can become a reality, it will be necessary to get rid of this terrible curse of ignorance and illiteracy. If freedom is to be a force for good, there cannot be too much care and thought given to devising the kind and quality of education suitable for the people. Not only must it be sufficient and adequate in quantity; but what is perhaps more important still, it must be of a good and wholesome quality, such as will instil in the people the right ideas and move them towards the right objectives.

In a country like India, where not only children of school-going age but a vast population of grown-ups are uninitiated and untutored, the matter has to be tackled from both ends—the two ends of what has now happily been termed fundamental education, namely *basic education* for children of the school age-group, and *adult education* for the other category.

Both the All-India Education Conference and the Central Advisory Board of Education which met in January 1948, in New Delhi, gave considerable thought to the problem of expediting the process. They sought to ensure, as quickly as possible, a system of compulsory basic education for children between the ages of six and fourteen and of adult education which would not only prevent the products of basic schools from lapsing back into illiteracy, but also provide an effective means of further or continuation education, including that for literacy, wherever necessary, to men and women between the ages of 15-40 years.

**Adult Education.** It is a good sign, and indicative of the fact that those who are planning for the education of the people in India realise the essential requirements of education for a true democracy, that the term "adult education" has been renamed "social education", emphasizing thereby, the need to develop a social and civic sense and imparting training in citizenship. At a recent press conference, the Minister for Education announced an elaborate scheme for such social education for the Province of Delhi. This scheme is being put into operation from the 1st of July, 1948, and is expected to serve as a model for the rest of the country. The Central Provinces,

Bombay, Assam, Bihar, Orissa and Madras have also been making considerable headway in this direction.

**Preliminaries to the Introduction of Compulsory Schooling.** Being fully alive to the fact that there might be financial and other practical difficulties in implementing an eight-year system of compulsory schooling all at once, the Central Advisory Board of Education expressed their preparedness to relax the ideals set forth in the Sargent Plan, to which reference was made in detail at this Conference last year. They proposed modifications for both the duration of the basic system, and the minimum qualifications of teachers to man basic schools. They realised that if the 40-year period contemplated in the Sargent Plan for the completion of work of universal compulsory education was to be curtailed, they could not in the beginning insist on the matriculation *plus* a two-or three-year course of training as the minimum qualifications for such teachers. It was resolved that for the first five years, for work in basic schools, as an emergency measure, conditions regarding academic qualifications and training of teachers be somewhat relaxed. In order to further expedite the pace, the Educational Conference also decided that : a) the work of full-time teachers be supplemented by that of part-time teachers—women teachers to be preferred, and b) that more than one shift be introduced in order to economise on buildings and equipment.

According to the Sargent Plan, the procedure recommended to be followed in introducing universal basic education for the age-group 6-14 was from area to area, i.e. in certain selected areas the basic scheme was to be implemented in full. Several Provinces, chief among them Bombay, have subsequently pointed out that equity demands that as against selected areas, the entire country should, as soon as possible, be given some sort of universal basic education, even if for the purpose the period of 8 years has to be reduced in the first instance. They have, therefore, recommended that universal basic education should be implemented from stage to stage rather than from area to area. The intention is to concentrate both their endeavours and finances on the junior basic stage (6 to 11) first and then proceed to the senior basic stage (11 to 14). At the January meeting of the Central Advisory Board, this proposal has been accepted, temporarily, as a measure of emergency.

**Development of Education in the Provinces.** The following developments have characterized the educational activities in the Provinces during the past year :

**Assam.** Starting of 300 junior and 50 senior basic schools by converting some of the existing primary and middle schools ; committee of experts for the preparation of basic text books ; improvement in

existing centres for mass literacy and opening of new ones ; starting of village libraries and study circles for facilitating post literacy work ; starting of 8 training schools for basic teachers.

*Bihar.* Introduction of compulsory basic education in the Brindaban area ; adult education scheme ; opening of basic education centres for training basic teachers.

*Bombay.* Opening of primary schools in villages having no schools ; opening of hostels for selected full grade primary schools ; introduction of craft teaching in primary schools with a view to introducing the basic system of education ; introduction of compulsory primary education among backward class children ; provision of play grounds and school farms ; training of primary teachers ; liquidation of adult literacy, and adult education made general.

*Central Provinces & Berar.* Opening of 2,500 primary schools in school-less areas ; extension to primary school buildings ; constitution of a Basic Education Board ; conversion of 92 existing middle schools into senior basic schools ; adult education scheme ; introduction of M.Ed. and research courses in Spense Training College.

*Orissa.* Opening of 500 primary schools in villages ; opening of basic schools for aborigines and semi-aborigines ; opening of six elementary training schools, to admit 240 pupils teachers only ; provision of three film projection units in urban areas where electricity has been installed ; provision of a dozen mobile units with either film strip projectors or magic lanterns for use in rural areas.

*United Provinces.* Opening of additional 2,200 primary basic schools ; provision of vocational training in secondary Hindustani middle schools ; introduction of compulsory primary education in the urban areas ; conversion of ordinary primary schools into basic schools ; construction of primary school buildings ; grants to libraries and reading rooms in rural areas.

*West Bengal.* Opening of a basic training school ; training of staff for the basic primary schools ; increasing salaries of primary school teachers ; adult education scheme.

**Medium of Instruction.** Another problem which is very closely linked with the political changes that the country has witnessed during the course of this historic year, is that of the medium of instruction, both at the school and the university stage. Up till now, English was the language of the court and Governmental administration. The school and colleges had, of necessity, laid a most unbalanced and educationally detrimental emphasis on the learning of this foreign language. Save for the elementary vernacular schools—and even here, not infrequently, English managed to obtain a surreptitious admittance—English remained not only a compulsory subject in the curriculum, but became the medium of

instruction in all other subjects. This resulted in the slow but certain decay of the vernacular languages. More serious still, it led to a stunting of the children's mental growth and development. It will be readily agreed that effective instruction and training, particularly at the tender impressionable and plastic age of a child's life, can be imparted only through the language in which he first learns to babble at his mother's knees. Even later, the best understanding of the subject taught, and the most fluent and facile expression of what is learned can be had only through the mother-tongue.

Educational experts from all Provincial Governments, and other important non-Governmental educational organisations who had gathered together for the meetings at New Delhi in January 1948 of the Educational Conference and of the Central Advisory Board of Education were fully conscious of this all-important problem, and spent a good deal of their time and attention in finding an agreed solution to one of the most contentious issues of the day : *viz.* the medium of instruction at the various stages of education. One thing was clear to them that English could no longer occupy the place it had hitherto done. It was equally clear to them that transition from one system to another must be gradual. Two Committees were set up, one to consider the problem of medium of instruction at the university stage, and another to examine this question, among others, in relation to secondary or post-basic education. A decision that English should under no circumstances be taught in junior basic schools had already been taken earlier by the Board.

The Committee on Secondary Education which met in New Delhi in April 1948 considered the place of the national or federal language (as distinct from regional languages) and English at the secondary stage and recommended that the teaching of the national language should be started at the end of the junior basic stage and should be compulsory throughout the pre-secondary stage, but may be optional thereafter. With regard to English, the Committee were of the opinion that it should be an optional subject at the pre-secondary stage, *i.e.* 11 to 14 (optional for those who do not proceed to the secondary stage) but should be compulsory at the secondary stage (*i.e.* at 14 plus), so long as it remains the medium of instruction in the universities. The Committee further recommended that the national language should become a compulsory subject at the secondary stage when English ceases to be the medium of instruction in the universities. The medium of instruction for secondary education should be the regional language of the area in question.

The other Committee, *i.e.* the one on medium of instruction at the university stage considered relevant questions such as : the place of the national language in secondary and higher education ; script ; stages by which English should be replaced either by the national or regional languages ; the place of English in university education ; pre-stages by which English should be replaced by the national or region-

al languages ; the place of English in university education ; preparation of text books ; scientific terminology. It recommended : 1) that English as a medium of instruction at the university stage should be replaced during the next five years by Indian languages ; 2) that there should be facilities for instruction in the federal or national language for all students who wish to take it up as an optional subject ; (3) that there should be a compulsory test in the federal language during the first degree course of the university, but its result should not affect the result of the degree examination.

The question of what the national or federal language is to be has not been finally decided yet by the Indian Parliament.

As regards the script, the Committee resolved that Devnagari should be the script of the federal language, but for the regional languages the script should be the regional script or Devnagari, according to the desire of those concerned. There was a strong minority which held that Roman may be an additional script for the federal and the regional languages. It was also agreed that immediate steps should be taken by the Government to have standard literature produced in the federal language, and similar literature in other Indian languages. In the matter of scientific terminology, it was resolved that, as far as possible, scientific terminology used in the international world should be employed, but words from Indian languages should be adopted where international terms did not exist. In order to work out a dictionary of scientific terminology for all modern Indian languages, the Central Government, it was recommended, should set up a permanent Board of Philologists and Scientists, with requisite finances, for completing this work within a period of five years. So far as text books in science were concerned, it was resolved that the Central Government should give the lead in the preparation of these in the federal language. Text books in other subjects should be prepared either by the university, or the Inter University Board, or by Provincial Governments. The Centre should give necessary financial assistance.

Already several Provinces have begun to replace English as the medium of instruction. The Calcutta University gives choice to candidates at the Intermediate and the pass degree of B.A., B.Sc., and B.Com. examination to answer papers either in English or Bengali. The Benares University also gives freedom to students at the Intermediate stage to answer questions either in English or Hindi.

During the year under review, the following important decisions have been reached in this direction : 1) The Mewar Charter for the establishment of the Pratap University envisages Hindi as the medium of instruction ; (2) In Nagpur University, Hindi and Marathi have been introduced as media of instruction in the 1st year course, as a first step towards the abolition of English ; 3) The Central Provinces Cabinet have decided to abolish with immediate

effect English as the medium of instruction in the high schools in the Province ; 4) The Government of the United Provinces have accepted the resolution of the U.P. Legislative Council, recommending Hindi, in Devnagari script, as the official language of the Province ; 5) The West Bengal Government has issued orders making Bengali the state language of the Province.

Proposals for the future that have already been planned are : 1) That from the academic session 1949, the Nagpur University will adopt Hindi, Marathi and Urdu as the media of instruction at the University stage ; 2) That beginning July 1948, the Benaras University will introduce Hindi as an additional medium of instruction in the Intermediate and Degree examinations ; 3) From 1950 onwards Hindi would be the compulsory medium of instruction for all students whose domicile is in East Punjab, United Provinces, Central Provinces, or Rajputana.

India's effort to nationalise the medium of instruction at every stage of education has brought about many important changes in curriculum.

#### **Military Training.**

India, despite the voice of Mahatma Gandhi, that apostle of peace who laid down his life for a conviction that the world was not yet ready to receive, is being forced to build up her military defences. There is a loud cry for making military training an integral part of general education at suitable stages. Some Universities and Governments have already taken decisions to implement this. The Agra University has decided—since August 1947—to impart military training to students of the third and fourth year classes. The East Punjab Government has taken a decision in November 1947, to impart military training to all boys and girls in High Schools and Colleges. Madras is planning a Government scheme for military training. The Government of India has agreed to the establishment of a National War Academy at Kharoka Vasla, near Poona, to train officers of the Navy, the Army and the Air Force.

The All India Education Conference has also expressed the hope that educated youth of promise and ability in the country would seriously consider the question of joining the armed forces, and that educationists, particularly at the universities, would encourage such efforts and co-operate with the Defence authorities. Their hopes are already beginning to be fulfilled.

#### **Refugee Teachers and Pupils.**

Apart from the immeasurable loss in school buildings in scientific equipment and in libraries, which India suffered as a result of partition (particularly the magnificent institutions in Lahore), the Central and Provincial Governments had to cope with the colossal task of rehabilitating the countless army of displaced teachers and pupils, the one without employment, the other without facilities for continuing their inter-



rupted education. Between the Ministries of Relief and Rehabilitation and of Education very substantial work has been accomplished. Delhi has contributed not a little by opening dozens of schools for refugee children and a Camp College for students of more advanced grades. Double shifts are being worked in many of the existing schools and colleges. In Delhi, all colleges that have introduced double shift are being paid a 100 per cent. grant for the purpose. These also afford employment to refugee teachers, who are granted a priority in Government service. Special mention might also be made of the large Refugee Camp in Nagpur where about a thousand boys and girls are receiving education.

The Central Government have, through the Ministries of Education and of Relief and Rehabilitation, established a system of loans to refugee students. The local administrations in Bombay, Bihar, United Provinces, West Bengal, Madras, Orissa and Assam have also accepted and are implementing a scheme for granting loans to indigent refugee students. The Governments of East Punjab, Bihar, Delhi and Ajmer have undertaken to continue to pay scholarships to pupils who were in receipt of them in Pakistan.

The Central Government has also started a system of loans for students abroad—in the United Kingdom, the U.S.A. and Australia—whose parents in India have been rendered indigent as a result of disturbances. These loans which were, in the beginning, confined to those affected from Western Pakistan, have now been extended to sufferers from Eastern Pakistan also.

**Technical Education.** The strength of a nation depends on the economic and industrial and, in the case of India, agricultural prosperity of a country. Unfortunately, India today is far behind the more advanced countries of the west in regard to facilities for technical education and training. India, therefore, has devised a scheme of Central and Provincial scholarships for foreign study and training, which in the year 1947-48, permitted 136 Central and 152 Provincial scholars to be selected for foreign training in subjects like agriculture, applied chemistry, civil, mechanical and electrical engineering, food technology, geology, metallurgy, mercantile marine, radio engineering, rubber technology, among others. As inland facilities for technological training develop the number of awards will be gradually reduced.

To investigate this double-faceted problem, two Committees were set up in 1947-48: the Overseas Scholarships Committee to report on the future working of the Scholarships Scheme, and the Scientific Manpower Committee to look into the existing provision in regard to technical education, and assess future needs.

Both Committees have submitted their recommendations to the Government; the Scientific Manpower Committee has, so far, prepared only an Interim Report. The majority of their proposals

and recommendations are still under the consideration of the Government. A few have been accepted and are being implemented.

**Development of  
Technical Institutes.**

The Central Government, on the recommendation of the Visiting Committees appointed by the All-India Council for Technical Education, which was set by the Government of India in 1946 to advise the Government on all matters connected with technical education, have agreed to make both recurring and non-recurring grants to fourteen existing technical institutions which in the Council's opinion require to be strengthened and developed immediately so that technical manpower can be increased with the least possible delay. Necessary provision was made in the budget for 1947-48 to the extent of Rs. 20,00,000 for capital investment.

In addition, the Central Government have decided, on the recommendation of the Sirkar Committee and the All-India Council to set up four higher technical institutions. Two have been taken in hand—one in the East, near Calcutta, and the other in the west near Bombay. These institutions are intended to afford facilities of a very high standard and will have research as their keynote.

Mention might also be made of the junior technical schools for turning out craftsmen, which have been made possible by the conversion of the war-time technical training centres into peace-time institutions.

**Technical Education  
in the Provinces.**

are as follows :—

Some of the important technical schemes that figure in Provincial plans for 1947-48

*Assam.* Opening of two junior technical schools ; expansion and improvement of a technical school at Jorhat, and an engineering school at Gauhati.

*West Bengal.* Improvement of Sibpur Engineering College.

*Bihar.* Introduction of degree courses in mechanical, civil and electrical engineering in the Bihar College of Engineering.

*Central Provinces & Berar.* Establishment of a provincial engineering college at Jubbulpore.

*Bombay.* Establishment of an additional engineering college ; establishment of industrial schools at Satara, Hubli, Bijapur and Ahmedabad.

*United Provinces.* Opening of the Garhwal Polytechnic at Srinagar.

*Madras.* Opening of engineering colleges at Anantapur and Vizagapatam.

## SCHOOL ADMINISTRATION AND ORGANISATION

**Financing Educational Schemes.**

Among the more important problems that have received attention during the year 1947-48, is the over-all one of finding finances for implementing educational schemes at the Centre and in the Provinces. The Central Advisory Board of Education which met in New Delhi in January 1948 recommended, and the All-India Education Conference endorsed, the proposal for setting up a Committee to consider the ways and means of financing educational schemes. Its ultimate findings are bound to influence the speed of implementation, as well as the quality and quantity of educational development in the country.

**Structural Reforms.**

The most striking modification, so far as structure is concerned, has been wrought at the primary and secondary stages. It can be summed up in one brief phrase, *i.e.*, a change from the old-fashioned, 3-R's ridden primary school to what is now termed the junior basic school. This is founded on the activity principle and uses a simple craft as the co-ordinating hub around which all other subjects of the curriculum revolve. In almost every province in India, many orthodox primary schools have been converted into basic schools and new ones opened. Similarly, the ordinary middle school with its emphasis on academic and theoretical aspects is giving way to the senior basic school. Here again, a basic craft is the correlating agency from which the other subjects take on a special significance and with which they are co-ordinated.

At the higher secondary post-basic level, there has been little structural change. The Committee that met in New Delhi in April to consider re-organisation of secondary education has suggested that the previous recommendation of the Central Advisory Board of Education in respect of a three year post-basic or higher secondary course be modified to cover a period of four years, *i.e.*, the entire school course is now expected to last for twelve years instead of the previous eleven.

In the sphere of adult education, the emphasis has shifted from mere literacy to what may be termed continuation or further education, including social education in the sense of training for civic life and citizenship.

## CURRICULA AND METHODS

**Curriculum Reform.**

Among subjects that have been abolished at several stages of education, only one need be mentioned and that is English, which has already been referred to in an earlier part of the report.

Subjects that have gained in emphasis and popularity are science, technology, agriculture, arts & crafts, music, civics and home economics. Military training is an entirely new subject in several places and at several stages of education.

#### Introduction of New Methods.

So far as teaching methods and educational techniques are concerned, the development is from the passive or purely literary and academic method to the activity principle. More emphasis is being laid on handwork, games and physical education. Some signs are also visible of the use of the psychological approach, both in instruction and examination. The technique is still undeveloped, though efforts are being made to carry on research. The establishment of a Bureau of Psychology at Allahabad, and the proposed Bureau of Psychology under the auspices of the Central Government at New Delhi are welcome evidence of such efforts.

Another teaching technique that is receiving greater attention is the audio-visual ; this is particularly true of the primary stage, and of adult education. Several Provinces contemplate adult or social education schemes with expanded use of the radio and films as instruments of education. The Central Institute of Education which was established in Delhi in January 1948 and which is both a centre for research and for the training of teachers, has introduced audio-visual education as one of the subjects for pupil teachers.

#### School Textbooks.

School textbooks particularly those of history and civics have received more attention. The Government of India propose to set up a Committee to supervise the preparation of a history of India. Another interesting project, though strictly speaking falling outside activities connected with school education, is the preparation of a history of philosophy, with the object of giving a correct account of the development of philosophical thought with emphasis on India's contribution. There is as yet little literature in the regional languages of the country and only a few textbooks on basic education. A Committee of the Central Advisory Board met in Simla last summer to discuss the basic curriculum. It has urged the urgent preparation of textbooks for use in basic schools and of a handbook for basic teachers. The latter is almost ready.

### TEACHING STAFF

**Improvements in Salaries.** During the year 1947-48, some Provinces have set up Pay Commissions, which have gone into the question of improving teachers' salaries, among other things. Based mainly on the recommendations of the Central Pay Commission, improved scales of pay for teachers in various types of schools have been introduced in the Centrally Administered Areas of Delhi and Ajmer Merwara.

**Training of Teachers.** With a view to expediting the pace of implementing a universal system of basic education in the country, arrangements for refresher and short term courses for school teachers have been made. There is also a school of opinion among educationists in India who regard short refresher courses at regular intervals to be of greater importance than one prolonged course at the beginning of a teacher's professional career.

## AUXILIARY AND OUT-OF-SCHOOL SERVICES

**Youth Movements.** Auxiliary services such as youth movements and school guidance services are still at a very undeveloped stage. It is hoped, however, that with the opening of a psychological bureau and with the implementation of adult or social education schemes now contemplated by the Central and Provincial Governments, both these services will receive further impetus.

With a view to an impartial and thorough examination of the problems connected with social services and public administration in regard to these social services, it is proposed to set up an All-India Centre. This Centre will work under the general guidance of an All-India Council of Social Service and will have an Institute for Research under its control.

**Physical Education and School Hygiene.** Schools and educational authorities are giving increasing attention to the problem of physical education. Provision of play-grounds, training and recruitment of physical education directors, introduction of this subject in the school curriculum have figured in some Provincial plans.

Some schemes pertaining to the health of the school child are given below.

*Assam.* Strengthening of the Inspectorate of Physical Education.

*Orissa.* Training of 10 stipendiary physical instructors; subsidy for midday refreshments and distribution of powdered milk and multi-vitamin tablets for poor pupils; College of Physical Education to train teachers.

*Bombay.* Medical inspection and treatment of school children.

*Madras.* Supply of midday meals to poor children attending elementary schools.

A plan for establishing a Central College of Physical Education is now under examination by the Government of India. This will not only train teachers of physical education, but also organise research into different methods of physical training. Mention might also be made of the National Association of Physical Education and Recrea-

tion of India, proposed at the All-India Physical Education Conference in October, 1946. The Association has now been formed and was registered in October, 1947.

**Education  
of the Handicapped.**

Small beginnings are now being made for setting up a service for the education of the mentally and physically deficient. The outstanding achievement in this direction, during the year under review is the standardisation of a uniform Indian Braille Code, covering all the major Indian languages. This work has been in hand since 1941, and was finally approved by the Expert Braille Committee of the Central Advisory Board of Education at its meeting, held in Simla in June, 1947. The Uniform Braille will replace eight Braille Codes previously in use. This will make it possible to publish embossed literature for the blind on a large scale. To implement this effectively a Central Braille Printing Press and a Central Braille Library for the entire Indian Union is being set up.

## IRAN

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Application of Compulsory Education Legislation. — New School Buildings. — Staff Shortage. — Improved Teacher's Status. — Alphabet Instruction. — Textbooks. — Increase in School Population and Buildings. — Adult Education. — Higher Education. — Budget. — Future Plans.*

#### **Application of Compulsory Education Legislation.**

This year, the Ministry of National Education has again concentrated its efforts on implementing the law on compulsory education. Good results have been obtained by the co-operation of local school boards required by the ordinance of 25th November, 1946 (4 Azar 1325) to help attain this goal. Efforts have been brought to bear on the means of counteracting, on the one hand, the lack of school buildings, and, on the other, the shortage in the number of teachers.

#### **New School Buildings.**

The 150,000 square metres (179,400 square yards) of land which the Teheran Municipality had offered the Ministry of National Education, have been utilized for the construction of five new buildings, which will be completed very shortly. The funds collected by the local boards have, for their part, served to finance the construction of 25 new schools. Moreover, 243 buildings, large areas of land, and cash gifts, donated by private individuals have helped liberally in smoothing out material difficulties.

Note, also, the grants made by certain municipal councils in accordance with regulations of the new educational law and which totalled 7,168,222 rials in 1947-1948.

#### **Staff Shortage.**

Since normal schools and classes for the training of student teachers have not succeeded in satisfying the ever increasing demand of primary schools, special teacher training classes have been established. Young people possessing the diploma for the first part of the matriculation examination and passing an aptitude test are admitted to these classes, the programme of which is devoted exclusively to teacher training.

Another innovation has consisted in reducing to one year the duration of classes for student teachers and, on the other hand, in

<sup>1</sup> From the report presented to the XIth Conference on Public Education by Dr. M. VAKIL, delegate of the Government of Iran.

demanding, as a prerequisite for admission to these classes, the junior secondary school certificate, whereas formerly young people possessing only the primary school certificate were admitted.

**Improved Teacher Status.**

Following are the principal measures taken on behalf of teachers: *a)* application of the regulations in the new educational law concerning the reclassification of teachers and the raising of this group in the salary scale; *b)* application of legal measures concerning the stabilization of the condition of employees under contract; *c)* application of the dispositions of paragraph 2 of article 12 of the new school law, which, under certain conditions, extend to directors and proctors of educational institutions the financial advantages granted to teachers; *d)* application of special legal measures to raise the standard of living of teachers by increasing their basic salary; *e)* inclusion of measures of social security and insurance in the supplementary Bill to the school law already submitted to Parliament; *f)* appointment of a Commission to study the means of instituting a mutual aid fund.

**Alphabet Instruction.**

In Teheran and the provinces, lectures have been organised to initiate infant school teachers in the new method aiming at simplification of the alphabet, which had been studied and tried out last year.

**Textbooks.**

The last traces of textbook uniformity have been wiped out. Teachers are free to choose the textbooks best adapted to their teaching.

**Increase in School Population and Buildings.**

The number of pupils, which in 1943 had already begun to increase after showing a downward tendency between 1941 to 1943 owing to wartime difficulties, has reached and even passed the level of 1941 (year 1320). It has increased by 20,970 in the secondary schools and by 70,000 in the primary schools; last year 79 new-primary schools and 400 classes were opened.

The number of teachers in primary schools has increased by 3,162, and in secondary schools by about 400.

**Adult Education.**

The number of illiterates who have learned to read and write during the past year is 34,285. In order to reach a larger number of candidates, special classes have been established in large barracks and factories.

**Higher Education.**

At the University of Tabriz, for the creation of which the Parliament had granted a credit of 6 million rials, two faculties—arts and medicine—have already been in session.



**Budget.**

The education budget exceeded last year's by 140,669,000 rials, 65,000,000 of which have been applied to the development of compulsory education, 5,000,000 to the construction of the Fars schools, 6,000,000 to the creation of the University of Tabriz and, lastly, 9,300,000 to the opening of normal boarding schools.

An innovation introduced last year consists in distributing the funds among the different provinces, in proportion to the number of inhabitants.

On the whole, 15% of the total education has been applied to the opening of new institutions or of new classes.

**Future Plans.**

A plan of educational reform tending to encourage education more appropriate to the child's environment and to his economic and social needs, has been drawn up, and introduced as a Bill.

## IRAQ

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Introduction. — Education under the National Government. — The School System. — Establishment of the Iraqi Academy. — Teachers' Service Law. — Educational Missions. — Establishment of Five More Rural Colleges. — Training of Secondary Teachers. — Character Education. — Provision for Gifted Students. — In-Service Education. — Establishment of the University of Iraq.*

**Introduction.** Islam has from the very beginning emphasized the importance of knowledge for all, poor and rich, men and women alike. Love of knowledge dominated the Arab's thought during the middle ages, such that, it was not unusual for students and scholars alike to travel thousands of miles, sometimes on foot, in the search of more knowledge and wisdom. The Abbasides in Baghdad made a deliberate effort to extend education in Iraq to such a magnitude that "one even hears of a Nestorian as a superintendent of public instruction".

Little is known about education in Iraq after the fall of Baghdad in 1258 A.D. However it is generally accepted that it was considered, by the rulers of Iraq—who were then foreigners—of a very minor importance to the people. During the last decades of the 19th century and the early part of the 20th century some sort of an educational system, designed on French models was initiated. Turkish, a foreign language, was the medium of instruction. However this system broke down immediately after the Turks left the country and the British authorities had to start almost anew.

#### **Education under the National Government.**

When the Iraqi Government was formed shortly after the end of the first World

War, the Iraqi leaders from the very beginning regarded education as the country's saviour and redeemer. The Parliament was always generous in allotting the share of education from the general budget.

#### **The School System.**

The public school system in Iraq comprises primary, secondary and higher education. The primary school, which is free and open to all the children of Iraq, regardless of race, creed and religion, offers a six-year course. The secondary school,

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Abdul Hamid КАДНИМ, delegate of the Government of Iraq.

which is also free and open to all Iraqi adolescents, after passing the government examination, offers a five-year course and is divided into the intermediate school (the junior high school) of three years and the preparatory school (the senior high school) of two years. Higher education is available to Iraqi students after passing the Government secondary examination. Tuition fees are required only in the medical and law colleges, in the other institutions they are almost nil.

Education in Iraq is organised under a separate ministry. The system is highly centralized. Centralization, however, is not confined to education, but is the general policy on which the Government of Iraq rests.

#### **Establishment of the Iraqi Academy.**

Iraq felt the need for such an organisation some time ago. The necessary law and regulations were adopted this year. The Academy aims, as stipulated in its organ, at being an effective instrument of development in the country, both culturally and scientifically, through its publications, conferences and meetings. It is a Government concern and its subsidies are paid by the Government. It is really too early to predict the future of the academy, but there are some indications which show that it has made a good start.

#### **Teachers' Service Law.**

Teacher education in Iraq is a state function. This gives it a special significance, since Iraqi teachers are civil service officials. Laws of appointment, promotion and pensions are the same practically for all Iraqi officials, including teachers. However the nature of the work of the teacher and his responsibilities necessitate some adjustments in the existing laws, as far as the teachers' salary, security and advancement are concerned. To this end, the Ministry of Education, assisted by some semi-government associations, such as the Iraqi Teachers' Association, prepared a draft for the Teachers' Service Law. This bill, which the Ministry hopes will be adopted by Parliament during its coming regular session, makes the profession profitable, more respected and attractive to the most capable and promising young men and women.

#### **Educational Missions.**

From the very beginning of its existence as a sovereign state, Iraq felt the need for leaders in the various fields of human endeavour, consequently it adopted the policy of sending annually a number of promising young men and women for study abroad. The year 1947-1948 witnessed the largest number of students sent at government expense. Money was allotted for 285, and actually 270 students were chosen and sent. The emphasis was laid on agriculture, engineering, commerce and education. Besides the educational missions, leave of absence was granted for study in numerous

cases and financial aid was given to about 100 applicants who are studying abroad on their own account.

#### Establishment of Five Rural Teachers' Colleges.

The interest of the Iraqi people in education is shown, in part, by the heavy pressure exerted on the Ministry of Education to open new schools. These legitimate demands were not fully met for various reasons, one of which was the lack of well prepared teachers. This year the Ministry of Education has opened five more rural teachers' colleges to meet the people's demands for new schools within the coming five years.

#### Training of Secondary Teachers.

Teachers for the intermediate and preparatory schools were previously recruited from abroad. At the present time teachers for these schools are prepared at the Higher Teachers' College, which is co-educational and at the Queen Aliya Institute, which is for girls only. The last mentioned institution completed its first four-year course only this year. Thus Iraq has now two higher institutions for preparing secondary school teachers.

#### Character Education.

Another recent development is the emphasis put on character education. This does not mean that this phase of education was neglected before; the emphasis now, however, is not limited to the classroom. Arrangements were made in a large summer resort in the north of Iraq to receive hundreds of secondary school students for a month, during which a varied programme was organised aiming at helping the participants to be good and intelligent citizens. After this month the camp will be taken over by a group of college students. The camp will be divided into two parts—part of it will be allotted to girls and the other part to boys.

#### Provision for Gifted Students.

One of the policies that has been followed by the Ministry of Education for the last five years, is to make provision for gifted students. Many parents, particularly in the villages and far off places, on account of their financial insufficiency, are unable to send their children to continue their studies in the secondary schools in the big centres. Every year the Ministry of Education chooses about 15 students from every district in Iraq—Iraq is divided into 14 districts—on the basis of their ability and school achievements and gives them free lodging and boarding. The best five out of these are sent to King Faisal's College, which is a special secondary school in Baghdad, the other ten continue their studies in the secondary schools in their own district. The number of such students is now more than one thousand.

**In-Service Education.**

It is clear that teachers need to grow while in service in order to be able to deal efficiently with the problems which arise. This year a variety of summer sessions were opened, of which one was for teachers of the English language and another for kindergarten teachers.

**Establishment of the  
University of Iraq.**

The general feeling among the Iraqis is that there is an urgent need for an Iraqi University. More than one committee was formed during the last four years for this purpose. This year a committee was formed under the chairmanship of a British scholar, Dr. Morgan, to reconsider the question and present a report. It is understood that the report was sent and an Arabic translation of it was made. The present Minister of Education is deeply interested in the matter and it is the feeling of many Iraqis that the establishment of the Iraqi University is almost certain within a relatively short time.

## IRELAND

### EDUCATIONAL DEVELOPMENTS IN 1947-48 <sup>1</sup>

*Primary Education. — Health Education. — Secondary Education. — Conference of Inspectors. — Increased Grants for Science Teaching. — Importance given to Foreign Languages and to Music. — Teaching of Irish. — Vocational Education. — Training of Rural Craftsmen. — Language Teaching Aids. — New Examination Scheme.*

#### PRIMARY EDUCATION

**Health Education.** In the sphere of primary education, there have been no major developments during the school year 1947-48 relative to school administration and organisation, curricula and methods, or teaching staff. As regards innovations connected with the physical development and protection of the health of school children, it is to be noted that a booklet of health talks for school-children has been prepared in conjunction with the Irish Junior Red Cross Association and issued to primary schools for use by the pupils.

#### SECONDARY EDUCATION

**Conference of Inspectors.** On the initiative of the Department of Education, a conference was convened in Dublin in November, 1947, between representatives of the Inspectorates of England, Scotland, Wales, Northern Ireland and of the Irish Inspectorate. The Conference was a great success educationally and socially. Both the visitors and the representatives of the Department found that they had much to learn from each other, and in the frank discussion which took place many difficulties were clarified. The visitors expressed themselves very pleased with the work done and the standard maintained in the secondary schools which they saw. It is not too much to say that this conference was an aid to better international understanding.

<sup>1</sup> From the report sent to the XIth International Conference on Public Education by the Ministry of Education in Ireland.

**Increased Grants  
for Science Teaching.**

During the year substantial increases were made in the State grants for the teaching of science and for the further equipment of science laboratories in the secondary schools. These increases emphasise the fact that this country is awake to the importance of the proper teaching of science in a world where science is becoming increasingly important.

**Importance given  
to Foreign Languages  
and to Music.**

In future the marks awarded to Continental languages and to music in the Department's Examinations will be raised from 300 to 400 in each case. This has been done with a view to encouraging the taking of these languages in Irish schools and thus to widening the international outlook. The raising of the marks for music is an indication that the strictly cultural side of education is not being overlooked.

**Teaching of Irish.**

While the preceding paragraphs concern the international outlook in education, Irish distinctive culture has not been neglected. With a view to popularising the Irish language a certain number of entertainment films have, under the aegis of the Department of Education, been given an Irish sound-track, and have been made available, free of cost, to schools. The demand from secondary schools for these films has been very satisfactory. Also, this year, a certain number of valuable scholarships to the University, awarded on the result of the Department's Leaving Certificate Examinations, have been made available by the State to students who intend to take their university courses through the medium of Irish.

## VOCATIONAL EDUCATION

**Training of Rural Craftsmen.** There have been no major developments relating to school administration and organisation during the year under review. As regards curricula and methods, there has been a more direct approach to the problem of the training of rural craftsmen, by bringing the instruction to them locally, or by bringing them together at a central institute which afforded facilities for specialised instruction. Examples of these are:—

Rural farriery courses in several counties—to give some specialised training to rural smiths; a composite course for young farmers in woodwork, rural science and ancillary subjects; courses for young women in household crafts and management; a summer course in rural building construction comprising a full scale construction project, as an adjunct to the woodwork classes held during the session; and a central metal work course for specially selected smiths from various districts to enable them to cope with repairs of farm machinery.

There has also been a more direct approach to the problems of the countryside and a closer inter-relation between the work of the schools and the interests and needs of the rural population, *e.g.* discussion groups in connection with adult classes in rural science, where a short experimental demonstration is followed by free discussion. The teaching in woodwork has been more closely allied to the building needs of the small farmer.

**Language Teaching Aids.** The effort to have a more realistic approach to language teaching is being continued. Teachers trained at the Department's special courses are using actions, movements, illustrations, blackboard sketches, short plays, dialogues, language games and other devices to a greater extent than was formerly the case; films and film-strips are being introduced and a course of training for teachers in the making and projecting of films has been held.

**New Examination Scheme.** A new scheme of examinations for day vocational students was introduced last year and certificates awarded for passes in each of five groups of allied subjects :

(1) commerce, general ; (2) commerce, secretarial ; (3) domestic science ; (4) manual training ; (5) rural science. There were three or four obligatory subjects in each group and a number of optional subjects. The average number of subjects taken was five. The examination was entirely voluntary and the results for the initial year were regarded as satisfactory.



## ITALY

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Education under the New Constitution. — Preparing Educational Reform. — Budgetary Increase. — Fight against Illiteracy. — Nursery School Education. — Primary School Teachers' Status. — School Buildings and Population. — Secondary School Teachers' Status. — University Professors' Status. — Schools for Minorities. — Higher Council of Education. — New Appointments.*

**Education under the New Constitution.**

The most important event affecting the educational world during the school year, 1947-1948, was the coming into operation of the Constitution of the New Republic, approved by the Constituent Assembly on 31st January 1948.

Since articles 9, 30, 31, 33, 34, 35 and 38 of this Constitution give new meaning to relations between society, the family and educational problems, the State inherits new obligations. Of particular importance are articles 31, 33 and 34. Article 31 proclaims the parents' right and duty to assume initiative in the upbringing and instruction of their children. Article 33 establishes the relationships between the State, and organisations and individuals, in case the latter demand the right to open schools and establishments of education. Organisations and individuals are assured full liberty of action within the limits prescribed by the law, and full equality in the value of the studies, as long as there is no subsidy involved on the part of the State. The State, moreover, reserves the right to be responsible for entrance examinations (State) for the different grades of education or examinations leading to diplomas marking completion of study at different levels. Article 33, as can be seen, governs the legal status of schools created outside the limits of governmental initiative. This topical and very delicate political problem was solved thanks to a formula on which the different parties agreed. The importance of the principle, which was established in conformity with Italian tradition, is very apparent. Article 34 is still more important from an educational point of view, for it obliges the State to extend its efforts in this field. The article states explicitly:

"Schools are open to everyone."

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Prof. Giovanni FERRETTI, delegate of the Government of Italy.

"At least eight years of elementary instruction are required and free to all."

"Those who are capable and deserving have the right to reach the highest level of studies, even if they are without financial resources."

"The government of the Republic implements this right by scholarship aid, assistance to families, and other measures."

This principle is fundamental. Its application will of necessity be gradual, for it calls for resources which the State lacks in this agonizing post-war period. However, the fact of setting down, in such concise terms, the State's obligations in this field was an act of courage and of healthy optimism which must be emphasized.

#### Preparing Educational Reform.

This new conception of education involved much initiative and effort on the part of the Ministry of Education. First came the move of preparing a substantial and complete reform of educational organisation. If Parliament must study and approve such a reform, the difficult task of providing all the means, belongs to the Administration. With this object in view, a National Commission was formed in April 1947. Governmental authorities and Parliament, technical organs of the Ministry, school authorities, and teachers, at different levels, are represented within this Commission which was installed with solemnity on 27th January, 1948, and has been functioning since then. It has sent 30,000 circulars to specialists, to all the universities or colleges, to schools and scholastic organisms and institutions. The circulars were drawn up with the greatest of care in the form of five questionnaires (general matters, primary school, secondary school, university, school for adults) containing some 200 questions. The recipients of these questionnaires are asked to give details or to express an opinion on questions connected with their functions or their skills. The text of the questionnaires has been published in a special number of the *Bolletino ufficiale* of the Ministry of Education. The various bodies consulted are now busy preparing their replies. To that end, they arrange consultations within their respective groups, after which the reports are drawn up. When desirable, minority groups also prepare a report, and the secretariat, whose task it is to receive this material, will thus be able to know everyone's opinion. After all the answers have come in, the results of this investigation will be published. Thus there will be a very comprehensive picture of the conditions in Italian schools in 1948, as well as of the points of view of all their members regarding the reform.

#### Budgetary Increase.

A few figures will give an idea of the scope of the effort to be sustained by the State, beginning with the preparatory phase of the reform, aiming to increase the efficiency

of school organisation. The expenses estimated by the budget of the Ministry of Education for the period of 1st January, 1948, to 30th June, 1949, as established on 31st January, 1948 and approved recently by the Chamber of Deputies, total 89 milliard lire, or almost twice those expected for 1947-1948 (48 milliards). These expenses represent almost 8% of the total outlay, whereas in the past they did not, on the average, exceed 4%. This increase will be still more extensive (probably reaching 105 milliards, 10% of the total budget), not only because of increased salaries and the new classification of the teaching profession, but also on account of the larger number of schools, the improvement of teaching and scientific aids, the setting up of machinery for assistance and the opening of schools for adult education.

**Fight against Illiteracy.** The struggle against illiteracy was indeed taken up with renewed energy this past year, within the framework of regulations now in force. The dispositions aiming to increase the output of schools of small rural centres, already mentioned in last year's report, are still in the blue-print stage. However, considerable sums have already been spent on adult education (1 milliard lire in 1947-1948). Ten thousand post-primary schools and special courses for adults have been created (legislative decrees: No. 1580 of 24th November, 1947 and No. 1599 of 17th December, 1947). Finally, the problem was brought before the National Court inaugurated by the President of the Cabinet on 2nd May, 1948. Mr. Piaget the distinguished Director of the International Bureau of Education, honoured this impressive gathering by his attendance and shared in the interesting discussions which took place. It may be hoped that these discussions will stimulate and make wholly effective the struggle against the illiteracy or semi-illiteracy of those leaving primary school too early, and that schools for adults will obtain maximum efficiency under this new stimulus.

**Nursery School Education.** Another congress, meeting a few days later, dealt with another pressing problem—that of nursery school education. This service is jointly handled by the Ministry of Education's General Directorate of Primary Education together with the Ministry of the Interior's General Directorate of Social Service and the *Opera Nazionale Maternità e Infanzia*. Definite progress is scored, for, although this is a matter both of education and of social service, the educational character of the problem is accentuated by the initiative which the Ministry of Education has secured in this congress.

**Primary School Teachers' Status.** During the past year, the legislative measures dealing with public education have aimed especially to improve the status of teachers. The report on the 1946-1947 school year already mentioned the important victory

won in this field by more than 130,000 teachers of State primary schools. Legislative decree number 499 of 2nd May, 1947, places teachers between the 9th and the 12th categories of the state employees' classification ladder, with the right for all to reach the 9th category upon reaching the eighteenth year of service. This decree led to another legislative decree number 264 of 25th February, 1948, which places head teachers of primary schools, who are now more numerous, in the 8th category, and inspectors in the 7th. Moreover, teachers have obtained a study allowance enabling them to meet the expenses entailed by keeping up to date in their studies. This year, there are 11,000 more teachers than last year and 21,000 more than there were two years ago.

**School Buildings and  
School Population.**

The number of primary schools housed at present in school buildings or in buildings used partially for schools has risen from 31,732 to 33,335. The collaboration of the Ministry of Public Works and of educational authorities has permitted an increased speed in reconstruction of buildings destroyed or damaged by the war. Unesco has given valuable aid in this domain, as has the A.O.S.A., moreover, in the field of educational aid.

The conspicuous increase in the number of pupils, a rise from 4,065,636 to 4,390,640, should be noted also. It is a comforting sign of the gradual recovery of the country after the war's ravages.

**Secondary School Teachers'  
Status.**

Special measures aim likewise to improve the status of secondary school teachers. The "study allowance" was granted them by legislative decree number 240 of 17th May, 1948. Head teachers of secondary schools have risen from the 7th to the 6th category in the civil servants' classification ladder and a decree now being prepared will enable them to reach the 5th. Another decree in preparation improves likewise the situation of the staff of *Convitti nazionale*. Legislative decree number 1202 of 5th October, 1947, gives to teachers who have reached the 65-year age limit the possibility of being maintained in service, and a bill proposes to extend the age limit to 70 years. Legislative decree number 936 of 20th May, 1947, restores the quality of State employees to teachers of physical education whom fascism had absorbed into the régime's extra-curricular institutions. Legislative decree number 690 of 20th May, 1947, institutes special measures for the training, selection and technical improvement of teachers of vocational schools.

**University Professors'  
Status.**

Legislative decree number 205 of 3rd March, 1948, grants improvements in the status of university professors similar to those accorded to the lower categories of the teaching profession. The university professor's func-

tions are scaled, as before, between the 7th and the 4th steps of the civil servants' classification ladder, with the possibility of attaining the 3rd in some cases. Some professors may be maintained in service after the 70- year age limit. A decree now being prepared will grant to university professors an academic allowance which is the counterpart of the study allowance granted to teachers of the other categories. A milliard lire have been devoted to the improvement of university scientific endowments.

**Schools for Minorities.** Of special measures likewise deserving mention, first in importance is legislative decree number 528 of 8th November, 1947, which regulates the institution of secondary schools of German language in the province of Bolzano. A similar measure will be taken for schools of Slovene language in Gorizia province. A special legal status is given schools of the Trentin-Haut Adige and Val d'Aoste regions, according to article 116 of the Constitution approved by the Assembly on 31st January, 1948. This situation necessitates bringing up to date the decree of 18th November, 1947, and several other special measures of earlier date.

**Higher Council of Education.**

A few measures of general character remain to be mentioned. In the report on educational developments in 1946-1947, legislative decree number 602 of 30th June, 1947, was noted. This decree, which restores and reorganises the Council of Education was subsequently slightly modified and was made into a law (law number 1477 of 30th December, 1947). This law has now come into force, and the new Council is in operation.

**New Appointments.**

The number of officials engaged in public education was increased by legislative decree no. 265 of 27th March, 1948. Officials, as well as head and assistant teachers whose places had remained vacant since the beginning of the last war, were appointed through competitive examination. Thus, thousands of new members have been added to rejuvenate and complete the large family of Italian educators. One may hope and believe that these young people, who have come to know life through the terrible events of the last years, will be worthy of the noble tradition to which they will belong and will even add the improvements suited to the needs of the new times and to the essential importance of the school's rôle in the spiritual resurrection of the country.

## LUXEMBURG

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*General-Remarks. — School Administration and Organisation. — Rural Continuation Courses. — Secondary Education Reform. — Vocational Education. — Curricula and Methods. — Primary Education. — Teachers. — New Salaries. — Training of Primary Teachers. — Auxiliary School Services. — Remedial Physical Training. — School Medical Services. — Pre-vocational Guidance. — Handicapped Children. — Youth Movements.*

#### GENERAL REMARKS

As noted in the 1947 report, immediately after the war school authorities directed their initial efforts to wiping out the effects of the occupation. This task was practically completed by the end of the 1946-1947 school year.

With the new school year, Luxembourg schools had in general returned to their pre-war condition. A solid foundation had been laid and a general reorganisation of the school system could be undertaken with the calm and composure which such a lengthy task requires.

To the accomplishment of this task the year 1947-1948 contributed mainly study and preparation, characterized by committee work. It is now evident that the complete transformation of the present school system preached by progressive minds as the chief remedy to certain defects of public education is neither possible nor even advisable. It appears, therefore, that the reform is not bringing about the profound changes anticipated in the beginning.

New achievements are to be noted in different sectors of school organisation.

#### SCHOOL ADMINISTRATION AND ORGANISATION

##### *Rural Continuation Courses.*

In primary education the chief attention was given to the reorganisation of continuation courses in rural regions. Henceforth, these courses will be centralized in places situated in the heart of agricultural areas. Communal administrations will refund the pupils' dislocation expenses. The courses are conducted by travelling teachers who have received special practical training of several months at the State

<sup>1</sup> From the report presented to the XIth Conference on Public Education by Mr. J.-P. WINTER, delegate of the Government of Luxembourg.

Agricultural School and attended a training course for Swiss teachers organised by the Grangeneuve Agronomic Institute. The curriculum of the courses being directed strictly towards the needs of rural life, a considerable portion of the time is devoted to experimentation and to visiting model farms.

### **Secondary Education Reform.**

The general reform of secondary education, already launched in 1939, was halted by the events of the war and by action of the occupying power. As soon as hostilities were ended, the question was studied again and a Bill submitted to the Chamber of Deputies. The creation of one type of secondary school for boys is contemplated with a classical section and a modern section, each covering seven school years. The classical section will include a) a lower division with compulsory Latin courses, b) an upper division with three sub-sections: a Latin-Greek sub-section, a Latin and modern languages sub-section (Latin A) and a Latin and sciences sub-section (Latin B).

Only the classical secondary school diploma will entitle pupils to proceed to degree examinations. The modern section, without Latin courses, will prepare for entrance to technical universities and higher commercial schools and will provide officials for the various administrative departments of the country.

### **Vocational Education.**

Governmental initiative has played a particularly important rôle in the field of vocational education, for schools have been pressed into the service of national economy. Legislation now in effect requires an apprenticeship period for all handicraft and machine industries and for commerce, and makes of it an integrated course of education, instruction and practical training. Once a week each apprentice must attend the courses at the vocational school in his district. In these newly established schools, training is provided strictly according to the specific needs of each trade, as regards both general culture and vocational theory. Instruction keeps pace with practical training in which successive stages conform to a standard programme worked out for each trade. Schooling is compulsory for the entire period of apprenticeship.

As from October 1948, the *Ecole d'Artisans* of Luxemburg is organising classes to prepare skilled technicians. The reform of advanced technical courses is the subject of a Bill now in the legislature.

A school of viticulture has been operating on similar lines in the Moselle region since the school year of 1947-1948.

## **CURRICULA AND METHODS**

### **Primary Education.**

The new study plan introduced in 1947 prescribes activity school methods for Luxemburg schools. The new methods are accepted with great enthusiasm by the young

and with certain reservations by the older teachers. School inspectors do not attempt to force them on teachers whose dogmatic method of teaching has been long in use, but prefer to bring up the younger generation in the new spirit. The young teachers, working in their professional organisations, are putting forth a concerted effort to try out the new methods and to adapt them to local conditions. Thus, this year a certain number, acting under their own initiative, applied the sentence method to reading and published the results of their experiments in the teachers' journal. Others are trying out print-script writing. School authorities follow these efforts with much interest, although they are not willing to sanction them immediately by regulations tending to make their application general.

Primary schools are still using pre-war schoolbooks which have been slightly modified in successive editions. Teachers' organisations are preparing new textbooks based on activity methods.

### TEACHERS

#### New Salaries.

The law governing the general revision of salaries of civil servants, voted in May 1948, introduced the reclassification of primary school teachers. The different classes of salaries within the teaching body have been eliminated. Except for a home allowance varying according to locality, city and rural teachers now receive the same salary. Compared with the wages of civil servants, teachers' salaries are equivalent to those of the average administrative scale (officials possessing the secondary school leaving certificate). The gap between the salaries of men and women teachers has been reduced from 20% to 10 or 12%. To compensate for the difference, women teachers are eligible for retirement at the age of 50 (men teachers at 60). Nuns who teach and who live within the convent receive 60% of the salary of lay women teachers.

The same law brings a considerable increase to the salaries of secondary school teachers, now scaled with those of the judiciary. The minimum salary of a secondary school teacher holding a doctor's degree is assimilated to that of a justice of the peace. The maximum is slightly above that of a counsellor of the upper court of justice, the step in judicial hierarchy which most magistrates reach. As for women teachers, steps have been taken by the teachers' association to obtain a 10% maximum disparity in salaries. These efforts have not yet been successful for all categories of secondary school teachers.

#### Training of Primary Teachers.

A commission chosen to reform the professional training of primary teachers has just completed its task. If its proposals are accepted, such teachers will in the future have a secondary school education, completed by two years of special pedagogical and practical training.



## AUXILIARY SCHOOL SERVICES

**Remedial Physical Training.**

Regional lectures have been given throughout the country with a view to introducing teachers to methods of remedial physical training. These lectures were illustrated by a film on remedial exercises produced by the School Film Bureau (*Office du film scolaire*). A circular from the Ministry calls upon teachers to devote a few minutes of class time now and then to having the children perform various corrective exercises.

**School Medical Services.**

Up to the present time, medical services have existed only in cities. A ministerial circular asks rural communities to subject the pupils in their school districts to a physical examination every year. Closer collaboration is gradually being established between the country doctor and the rural teacher. At the normal school, one country doctor has given a series of lessons on recognizing contagious children's diseases and on the principal problems of rural hygiene.

**Pre-Vocational Guidance.**

No service of educational psychology yet operates in primary schools. It has, however, been decided to organise a pre-vocational guidance service whose main task will be to guide the pupils of the eighth school year in the choice of a vocation.

**Handicapped Children.**

The social level of the country is sufficiently high for the problem of handicapped children to be less acute than in some other countries. The number of abnormal cases is on the decrease, for out of 30,000 pupils, the Institute for the Blind has taken in only 3, only one of whom was blind from birth. The number of children at the Deaf and Dumb Institute has so decreased that the school will have to be changed to an institution for speech deficiencies. On the other hand, the number of retarded children is giving educational authorities considerable concern. Despite public reluctance, it will be necessary to create special classes for them in certain urban districts.

**Youth Movements.**

Youth movements are still very active. The International Congress of Musical Youth (*Congrès international des Jeunesses musicales*) and the National Jamboree of Catholic Scouts, held in Luxemburg, gave many young foreigners the opportunity to visit the country and to form friendships with its young people.

## NEW ZEALAND

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*General Considerations. — Increase in School Attendance. — New Tasks of Secondary Schools. — School Administration and Organization. — Generalities. — Pre-School Services. — Primary Education. — Secondary Education. — The University of New Zealand. — Adult Education. — Curricula and Methods. — Curriculum Revision. — School Information Bulletins. — Textbooks. — Teaching Staff. — Salaries. — Training. — Bursaries for Students. — Physical Education — Miscellaneous. — Child Welfare. — Rural Education. — Education in the Islands of the Pacific. — Research in Education.*

#### GENERAL CONSIDERATIONS

##### Increase in School Attendance.

Almost all existing problems of education in New Zealand have been exacerbated and a host of new problems has arisen as a result of the continued increase in the percentage of children and adults taking advantage of facilities for education. In the main the facts themselves are simple enough: their implications are complex.

In the primary schools the resources of the education system are already being taxed by increases in the birth rate. It is estimated that an increase of 20% in both accommodation and the number of teachers will be required by 1952.

The secondary schools, into which in 1916 passed only 37% of children from the primary schools, were already by 1944 receiving nearly 70%—this great increase being due to the continued demand of the community for secondary education and to the liberal policy of the government. In addition, the great increase in the number of births between 1939-1941, together with the raising of the school leaving age to 15 years have still further raised the proportion of children proceeding to full-time secondary education, so that in 1946 the figure was 85%, and in the current year it exceeds 90%.

It will be obvious that such a rapid increase necessitates a great expansion in the provision of school buildings and equipment, and in the preparation of teachers. Over £1,000,000 per year are now being allocated for new buildings and equipment, and a new Teachers' Training College has been opened.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. G. W. PARKYN, delegate of the New Zealand Government.

**New Tasks of Secondary Schools.** Less obvious but just as urgent, are the internal changes required within the schools. Large numbers of children are now receiving secondary education whose abilities are below the level which formerly would have been regarded as the pre-requisite for continuing in the upper classes of the primary schools and for entrance to the secondary schools. The teachers therefore face the problem of providing curricula of greater diversity than ever before: while continuing the tradition of scholarship and preparation for the professions in respect of the children of high intelligence and scholastic aptitude, the secondary schools must now in addition provide realistically for the needs of children of lower intelligence and of various non-scholastic aptitudes.

### SCHOOL ADMINISTRATION AND ORGANIZATION

**Generalities.** An important experiment in decentralization of the control of education has been initiated by the granting of a considerable measure of autonomy to the Auckland Education district, which comprises about a third of the school population of New Zealand. A local Superintendent of Education has been appointed, whose powers, subject to the broad lines of national policy in education, will be almost co-extensive with those of the Director of Education for the Dominion. A great deal of time will be saved by making it unnecessary for Auckland to appeal to Wellington for decisions in most administrative matters. It is hoped, too, that this area may be able now to make an individual approach to the problem of adapting education to differences in the local environment.

Since a great majority of those Maori schools which are separately administered are to be found in the Auckland area, the Maori Schools branch of the Education Department will now be moved to Auckland.

**Pre-School Services.** Following the recommendations of the Education Conference of 1945, the Minister of Education set up a Consultative Committee to report on Pre-School Services. The committee advised the appointment of a Supervisor of Pre-School Services and recommended that the state should assume full responsibility for the development of pre-school education, which was being carried on by voluntary associations. A Supervisor was appointed, and she has already done much to bring the kindergartens and nursery schools into a closer relationship with one another, and with the Education Department. The broader question of control of the pre-school services is still under discussion, but the State is rapidly extending financial assistance to the voluntary associations. Bursaries have been provided for students in training, and recently it has been decided that the State will pay in full the salaries

of teachers. This will relieve the voluntary associations of a financial burden which was becoming unbearable, and will enable great improvements to be made in the salary scales of pre-school teachers.

#### Primary Education.

In the field of primary education the most important development to be noted during the current year is the steady continuation of the work of revising syllabuses of instruction in the light of the experimentation during the past ten years, and the publishing of new textbooks embodying the experience of our teachers during these experimental years.

#### Secondary Education.

The great change in our attitude towards secondary education implied in the syllabus revision of 1944 and in the increase in the proportion of children going to the high schools continues to present a complex series of problems of organization and curriculum to the secondary schools, and head-masters will be for some time to come concerned with (i) the best ways of classifying and grouping adolescents whose abilities spread from the lowest to the highest levels; (ii) the construction of curricula which will do justice to the range of aptitudes now found in the secondary school population; and (iii) the organization of time-tables flexible enough to permit of the desired differentiation of curricula.

#### The University of New Zealand.

A further step in the development of the university colleges was taken this year with the appointment of full-time academic heads—Vice-Chancellors—at salaries of £2000 p. a.

It is considered that with these new officers, the day-to-day administration of the four colleges will increase in efficiency, the many new problems arising out of post-war educational trends may be more expeditiously dealt with, richer contacts may be made between the colleges and their communities, and continued consultation among the four colleges upon matters of policy will be facilitated. The coordinated development of the university colleges should be still further insured by the recent decision of the Senate of the University of New Zealand to set up a University Grants Committee. The most important work of this committee will be to work out a long-term programme for the development of the University, and to coordinate all the requests for financial assistance made by the different University Colleges and by the Special Schools of the University.

#### Adult Education.

The Consultative Committee which was set up on the request of the Education Conference of 1944 recommended that in order to make possible the extension of adult educational services which the community desired, and in order to get the maximum value from the diversity of existing services, an effec-

tive general governing body should be set up. As a result of this recommendation, the government has passed an Act setting up a new Council of Adult Education, comprising the representatives of many local groups concerned with adult education, together with the Director of Education, the Director of Broadcasting and representatives of the University, the Workers Educational Association and the Maori people.

A Director of Adult Education is being appointed, who will be the chief executive officer of this new Council.

### CURRICULA AND METHODS

**Curriculum Revision.** The period of experimentation already referred to, is being followed by a period of consolidation, during which efforts are being made to evaluate many new lines of approach to the problems of curriculum construction and methods of teaching. Committees set up to report on general aspects of school curricula have been succeeded by many committees whose terms of reference have been made more precise. Detailed examinations of the teaching of arithmetic, English language, hygiene, spelling, history and geography have already been reported on, and the Education Department has adopted the reports of the committees in these subjects. Committees are at present working upon the teaching of reading and writing and other subjects. Indeed, with the exception of music, every subject has been or is being reported upon. An important feature of the work of these committees is the close relationship fostered between the Education Department's inspectors of schools, the staff of the Teachers' Training Colleges, and the practising teachers, in the examination of common problems.

**School Information Bulletins.** The publication of fortnightly bulletins of information for the use of secondary school pupils was mentioned in the report for 1947. These bulletins have met with outstanding success, and it is worth noting here that in conception they have been greatly influenced by similar bulletins prepared by the Army Education Service which were so highly valued by our soldiers during the war. They deal with matters not commonly included in school textbooks, and with topics about which it is not easy for children to obtain up-to-date information. Typical subjects treated are : Current Affairs, U.N.O., UNESCO, How to Preside at a Meeting, The Coal Miner, Statistical Methods, How to Make a Local Survey, New Zealand Vertebrates, Life on a New Zealand Sheep Farm.

**Textbooks.** The publication by the Education Department of new textbooks continues, and it is mainly the bottle-neck in printing which makes it difficult to satisfy the demands of the teaching profession for the acceleration of this work.

## TEACHING STAFF

**Salaries.**

New regulations have been drafted which, while granting a general increase in salaries (the average increase being about 11%), will bring the primary teachers' scale much closer to that of the secondary school teachers.

**Training.**

To meet the demand for more teachers it has been necessary to open this year a fifth Teachers' Training College situated in the Auckland Education District. Among its students will be found the majority of Maoris preparing to be teachers, and besides specializing in the problems of native education, this College will also specialize in the preparation of teachers for work in rural schools in general.

The policy of sponsoring "refresher courses" for the in-service training of teachers continues to the popular. The government has now increased its grant for this purpose to £4,000, a sum exactly double that set aside two years ago when the service was initiated. The courses, organized by the teachers themselves, include in the current year study seminars on the teaching of geography, of wood-work, and of commercial subjects, and of the special problems of those who are in charge of one-teacher rural schools.

A new training course has been instituted at the Wellington Technical College for the preparation of teachers of commercial subjects, and bursaries will be given to experienced office workers to enable them to undergo a one-year period of training.

**Bursaries for Students.**

The year has seen a considerable extension of the bursary system for students. All students in the Teachers' Training Colleges receive adequate living allowances, and those who are over 21 years of age are paid the equivalent of the basic New Zealand wage rate for workers.

A new development this year has been the granting of 3-4 year bursaries which will enable prospective secondary school teachers to attend the university and obtain their degrees, after which they will spend one year in professional preparation at a Teachers' Training College.

**Physical Education.**

The work of the new Department of Physical Education in the University of Otago commenced this year, with the appointment of a director and a lecturing staff.

## MISCELLANEOUS

**Child Welfare.**

The decline in the incidence of juvenile delinquency which commenced in 1944 and which was mentioned in last year's report, has steadily continued. The delinquency figures this year are the lowest recorded during the past fifteen years.

The causes of this decline are complex and are by no means understood, but it is probable that two factors have been the amount of preventive work done by officers of the Child Welfare Branch, and the activities of the "visiting teachers" now attached to many large schools.

#### **Rural Education.**

New Zealand's not inconsiderable appreciation of the problems of rural education and the development of new techniques of teaching suited to sparsely-settled districts were put to general use in an interesting way during a recent emergency period when the severity of an outbreak of poliomyelitis caused all schools to be kept closed for six weeks. By means of a grand effort of co-ordination by the Correspondence School of the Education Dept., the School Broadcasting Service, the parents and the teachers, education continued in the homes. Existing correspondence courses at all levels from Standard I to the secondary school stage were revised, and by mobilizing the printing resources of the whole country, sets of lessons were made available to every child in New Zealand. The radio was used to explain to parents and children the best methods of using these correspondence courses and to give a wide range of lessons, and the schools, empty of children, were the scene of intensive work by the teachers correcting the individual assignments of work submitted by their children. The success of this operation greatly exceeded reasonable expectations.

A survey is now being made by the New Zealand Council for Educational Research of the value of developing large central schools in rural areas in place of many isolated sole-teacher schools. Already a great deal of "consolidation" of rural schools has taken place, and it is felt that the time is now opportune for an evaluation of the process. The Council's report should be of value to educationists in many parts of the world.

#### **Education in the Islands of the Pacific Ocean.**

An interesting experiment has been initiated in Western Samoa in the application of modern infant school methods to the education of native children. New books and materials are being prepared which will aim at basing the symbolic learning in reading and arithmetic, for example, upon a concrete basis realistically related to the children's environment.

#### **Research in Education.**

The New Zealand Council for Educational Research has recently published a revised *Bibliography of New Zealand Education*, and a work on the education of *Children of High Intelligence* is about to appear.

Among the many other researches in progress may be noted an evaluation now being made of some important experiments carried out by the Auckland Education Board in bringing primary and secondary schools under unified control.

## NORWAY

EDUCATIONAL DEVELOPMENTS IN 1946-1947 <sup>1</sup>

*School Administration and Organisation. — Continuation Schools. — Vocational Schools. — Curricula and Methods. — Continuation School Modifications. — Secondary Schools. — Technical Schools. — Higher Education. — Development of Certain Educational Methods. — Pupils' Committees. — Physical Education. — Practice in Vocational Schools. — Adult Education. — Teaching Staff. — Vocational School Teachers.*

## SCHOOL ADMINISTRATION AND ORGANISATION

**Continuation Schools.** The new Act on continuation schools, passed on 8th November, 1946, became effective on 1st July, 1947. The purpose of such schools is to continue the education of pupils who, after primary schools, do not pursue their studies in other schools. Besides giving theoretical teaching, they must also prepare students for the occupation which most of them will thereafter follow.

Generally speaking, further education is not compulsory. Town Councils may decide independently whether a continuation school shall be established in their district and the young people are free to attend it or not. The district authorities may, however, decide to render attendance at its continuation schools compulsory.

**Vocational Schools.** The law of 1st March, 1940, on the vocational schools for industry and handicrafts became effective on 1st July, 1945. Regulations pertaining to the administration of such schools have been drafted, as well as curricula for the various types of schools.

A Vocational Education Board has been established and it collaborates with the General Directorate of Schools. This Board is composed of 15 members representing the various trades, the rural communities (2 members) and the various types of vocational schools (4 members).

<sup>1</sup> From the Report sent by the Norwegian Ministry of Religion and Education.



A Director of Vocational Education has been appointed, who is at the same time Chairman of the above-mentioned Board.

Each of the various vocational schools must have its own board, half of the members being representatives of the trades taught in that school, and the other half consisting of delegates of workmen and employers.

## CURRICULA AND METHODS

### **Continuation School Modifications**

The curriculum of continuation schools now includes the study of theoretical and practical subjects. One quarter at least (but no more than three quarters) of the teaching time must be given to practical work. Citizenship is a distinct and compulsory subject, whereas in high schools, it is part of the branch called "history and citizenship".

### **Secondary Schools.**

In secondary schools, new curricula have been introduced for all forms. The chief modification is the reduction, for all sections of such schools, of the number of hours for the study of the German language. The study of English, history, geography and citizenship on the contrary has been increased in all sections. The written examination in English, which took place formerly at the end of the second form, is now postponed to the end of the third form. New teaching methods will be introduced for both free-hand drawing and geometrical drawing.

### **Technical Schools.**

The elementary technical schools give courses in general culture and in elementary technical subjects for workmen and employees in industry.

Vocational and technical schools with a two-year course devote half the time to practical work and the other half to theoretical study.

According to the rulings of the law on vocational schools, a third form may be established in technical schools with a two-year course. Students may thus acquire a more extensive technical knowledge and a good general education. The diploma obtained after that third form entitles pupils who obtain satisfactory results to compete for entrance into the Technical College of Norway (*Norges Teknisk Høyskole*), without having matriculated.

### **Higher Education.**

The Technical College has, since the autumn of 1947, organised an independent two-year training course for the training of architects' assistants. It has also decided to establish an aerotechnical department.

**Development of Certain Teaching Methods.** In the secondary schools certain subjects such as Norwegian, history and citizenship are taught by means of lectures on current events. The class may appoint "working committees", to which are assigned definite tasks. The subject is often taken from newspapers or magazines. The committees draw up short statements, which are then discussed according to the methods of public debates.

**Pupils' Committees.** In most of the secondary schools, pupils' committees have been created, the object of which is to mediate between school and pupils. Among other tasks, they have to instil the sense of democracy among pupils.

**Physical Education.** Gymnastics have been added to the curricula of vocational schools. In most schools, pupils are given a medical examination.

**Practice in Vocational Schools.** In order to obtain greater uniformity in the teaching methods of vocational schools with regard to examinations, it is sought to establish series of exercises for the practice of various handicrafts. For mechanics, 56 typical exercises, compulsory or optional, have been established. Similar steps will also be taken in regard to electricians.

**Adult Education.** The use of slides and films is becoming more and more popular for adult education.

## TEACHING STAFF

**Vocational School Teachers.** Regulations concerning head teachers and assistant teachers of workshop schools and apprenticeship schools have been drafted. A State school for vocational teachers was opened in Oslo on the 20th October, 1947. Short refresher courses are moreover given every year for the teachers in these various schools.

## PAKISTAN

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Preliminary Remarks. — Problems of a General Character. — First Educational Conference. — Special Measures for the Educational Rehabilitation of Refugee Students. — Higher Education. — Activities of the Ministry of Education. — Role of the Education Division. — Establishment of Schools. — Scholarships for Study Abroad. — Various Institutions. — Cultural Relations. — Educational Activities of the Provinces. — West Punjab. — The North West Frontier Province. — Baluchistan. — Sind. — The Province of East Bengal. — Conclusion.*

#### PRELIMINARY REMARKS

It was on the 15th August, 1947 that Pakistan, as an independent State, came into being. Hardly had this new State been born when it was overwhelmed by a calamity of an unparalleled magnitude. The disturbances which occurred in East and West Punjab and other parts of Pakistan and India, resulted in the violent uprooting and the consequent large-scale migration of the population from one Dominion to the other, quite apart from the massacre of thousands of innocent men, women and children.

The resettlement and rehabilitation of the refugees who poured into Pakistan presented the Government with problems of extraordinary complexity. While these problems claimed all the energy and resources of the new State, consideration of other problems concerning long-term planning was not ignored or postponed. In the sphere of education the need for a radical reorganisation had been keenly felt for a long time. The educational system which Pakistan has inherited is a legacy of the British rule and was intended to serve a narrow, utilitarian purpose. It is divorced from the environment of the country and the indigenous cultural patterns of its peoples. Its lack of realism, its inelasticity, its over-literacy bias and its failure to minister to the spiritual and moral needs of the community were some of the salient shortcomings which called forth a mounting spate of criticism from all quarters. The strongest indictment of the system is contained in the fact that prior to the partition of India over 85% of a population of 400 millions was illiterate. In the case

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Dr. M. A. LATIF, delegate of Pakistan.

of Pakistan, which comprises some of the educationally most backward areas, the percentage of illiteracy is bound to be higher.

### PROBLEMS OF A GENERAL CHARACTER

#### First Educational Conference.

It is against this background of an alien system of education and illiteracy on a massive scale that the problems of educational reorganisation in Pakistan are to be viewed. These problems were considered in detail by the first Educational Conference which the Education Minister of Pakistan convened at Karachi towards the end of November 1947, i.e. barely three months after the establishment of the new State. The Conference passed a large number of resolutions which comprehended not only all stages of education from the elementary to the university but other important subjects such as the medium or media of instruction, technical and vocational education, scientific and industrial research, liquidation of illiteracy, provision of facilities for a minimum standard of free, compulsory and universal primary education, improvement in the status emoluments, and training of teachers, establishment of cultural relations with foreign countries etc.<sup>1</sup>.

By far the most important resolution passed by the Conference, however, concerned the ideological basis of education. The fundamental weakness of the existing system is that it ignores the spiritual or moral element of education. The policy of strict religious neutrality adopted by the British and the consequent emphasis on the provision of a purely secular education was dictated by considerations of political expediency but the practical effect of this policy was that it frustrated the very end of education and impoverished the moral fibre of society. It is now widely recognised that if education is to train men for democracy, it must have a sound ideological basis conducive to the growth and practice of democratic virtues such as fellow-feeling, tolerance, social justice, charity, protection and succour of the weak and the oppressed. These virtues are emphasised by all religions but they are of cardinal importance in the moral code of Islam. The Conference accordingly resolved that the educational system in Pakistan should be inspired by Islamic ideology, emphasising among many of its characteristics those of universal brotherhood, tolerance and justice. The Government of Pakistan have accepted this resolution and educational authorities of the Central and Provincial Governments are engaged in the task of modifying the curricula and syllabi so as to make of them suitable instruments for purposes of nation-building, character-building and citizenship-

<sup>1</sup> See the pamphlet *Proceedings of the Pakistan Educational Conference*, published by the Ministry of the Interior.

training. The Advisory Board of Education has issued a guidance note to all Provincial Governments for the implementation of the above resolution.

Technical education in undivided India had been seriously neglected and it was especially during the last war that the weakness of India in the industrial field became painfully apparent. As a result of partition, Pakistan finds itself gravely deficient in respect of technical research and scientific institutions of which it has only 6 as against 81 in India. The few Science Faculties, Engineering Colleges and Schools and Research Institutions which exist are facing an acute shortage of trained staff and equipment. The majority of staff who happened to belong mainly to the Hindu faith has left for India while the equipment, most of which had been purchased before the war, is awaiting renovation and replacement. The Government of Pakistan are fully conscious of these deficiencies and are taking steps to rectify them as quickly as possible. They have already appointed a committee of experts which is formulating a scheme for the immediate reorganisation of technical education. A Council of Industrial and Scientific Research is also being constituted to find ways and means of consolidating and expanding facilities for scientific and industrial research.

Since the educational survey in pre-partition India was linked up with the decennial census, no firm figures for the current year are available. The educational tables published by the late Government of India also do not go beyond 1944-45. The chief difficulty facing the Provincial Governments in Pakistan arises from the partition of the sub-continent itself which has created unprecedented administrative problems. For instance, the Province of East Bengal, which is the eastern portion of Pakistan, started from scratch and its new Education Department was launched on its career without any records, books or statistics. The Education Division of the Ministry of Education and Industries of the Government of Pakistan had to struggle against similar odds. The provinces in Western Pakistan did not face such problems but they, particularly West Punjab, were overwhelmed by a colossal human tragedy involving the influx and exodus of about 12 million people. West Punjab lost about half a million students and thousands of Hindu and Sikh teachers who migrated to India with them and in their place had to accommodate an equal number of Muslim students and teachers who were refugees from East Punjab, Delhi and its neighbouring areas. The magnitude of the dislocation in the educational institutions had better be imagined than described. The departure of Hindu and Sikh teachers, the inter-Dominion exchange of about a million students in conditions bordering on chaos, the scarcity of books and equipment, the loss of most of the high-grade institutions—all these factors presented a staggering problem which might well have baffled even the best equipped Education Departments.

**Special Measures for the Educational Rehabilitation of Refugee Students.**

In the West Punjab, which bore the brunt of the upheaval, administrative heads of districts were asked to collect funds for refugee students through voluntary contributions. The response has been very generous and a sum of about Rs 3,000,000/- has already been collected in West Punjab. The West Punjab Government also provided assistance by exempting 25% of the refugee students from payment of college dues and by granting half-fee concessions to another 25%. In addition it granted stipends to yet another 10% of the refugee students. The total number of students who have been helped by these relief measures in colleges alone comes to about 5000 and the cost involved to the Provincial Exchequer is approximately Rs 500,000/-. It may safely be stated that at present at least 15,000 refugee students are studying in various colleges in the West Punjab. Conditions of admission to the universities and the affiliated colleges were relaxed and the dates of admission were extended.

Special classes were started by the Universities of Dacca and Sind for the benefit of refugee students so as to enable them to make up their deficiencies. Sind University, in addition to its own examinations, held Higher Secondary and Matriculation Examinations based on the curricula of the University of Delhi, established a centre at Karachi for the Punjab University Examination and provided aid to displaced students out of a monetary allotment received for this purpose from the Quaid-i-Azam's Relief Fund.

Dacca University also provided a number of facilities for refugee students coming from West Bengal by way of examining the students who had studied for the various examinations of Calcutta University as well as students of the colleges which were under the Board of Intermediate and Secondary Education, Dacca.

The University of West Punjab dealt with the question of providing facilities and concessions to refugee students in an even more thorough manner which comprehended all aspects of the problem such as conditions of admission, migration, entrance, tuition, examination and duplicate certificate fees, special centres for examination and special examination facilities.

**Higher Education.**

Pakistan has three Universities, those of Dacca, West Punjab and Sind. The oldest of these is the University of the Punjab which came into being in 1882. It is located at Lahore which, even before the partition, of India, used to be one of the most important educational and cultural centres. The jurisdiction of this University now extends over the West Punjab, the North-West Frontier Province, Baluchistan and Bahawalpur State.

All recognised colleges in these Provinces and States are affiliated to the Punjab University at Lahore so that students attached to these colleges take the examinations held by this University.

The university, however, is not merely an examining body. It directly maintains and controls a number of institutions and has also got a teaching staff of its own for higher education. It has a very important library of its own which possesses more than 500,000 volumes and a sum of Rs 60,000 a year is spent by the University in acquiring new books.

The University of Sind which was created in 1947 is an affiliating and examining university. Although the youngest of universities in Pakistan, it has an ambitious plan of future development. Schemes of post-graduate teaching and research are well on the way to early execution and it is proposed that colleges should confine themselves to teaching up to the B.A. or B.Sc. Degree, while all post-graduate teaching should be directly undertaken by the university. Among its Research Departments is one which will organise extensive surveys in every field of research connected with the history of Sind, its literature, language, folklore, economic conditions, material resources (actual and potential), education, etc.

Religious education and military training are among some of the subjects to which the University has assigned high priority in its schemes of future developments. In fact, Islamic theology is one of the compulsory subjects for the Matriculation, Intermediate and B.A. or B.Sc. Examinations of 1950 and thereafter.

A foreign Universities' Bureau of Information has already been set up to guide all such students in Western Pakistan as desire to be placed in the universities of the United Kingdom and the United States of America. A beginning has been made in the establishment of a University Library which is expected to provide shortly facilities for post-graduate research to students of all affiliated colleges.

The University of Dacca continued to be a full-fledged residential, teaching university having 19 departments right from its inception. On the partition of Bengal it was suddenly called upon to discharge the functions of affiliation and examination for as many as 47 constituent degree colleges. All these colleges were previously affiliated to Calcutta University.

The University is in the process of reorganisation at a moment when the majority of the staff which was Hindu has migrated to India. It is also short of scientific equipment. These handicaps notwithstanding, it is working untiringly to meet the demands of the new situation.

## ACTIVITIES OF THE MINISTRY OF EDUCATION

### Role of the Education Division.

Although under the present constitution education is the responsibility of the Provincial Governments, the Central Government through their Ministry of Education plan educational development and coordinate

educational policies throughout Pakistan and give advice and assistance in regard to all problems which may be referred to the Ministry. The Education Division at its very inception was called upon to tackle immediate problems despite the tremendous handicaps arising from the absence of records and the dislocation of communications following the widespread upheaval which overtook the two Dominions. Nevertheless, the Division energetically overcame all these difficulties and undertook many important schemes.

**Establishment of Schools.** Adequate educational facilities for the thousands of children of the employees of the Central Government who came from Delhi and other places were non-existent in Karachi. Many of them arrived in Karachi in the middle of the academic year while all of them were following varying courses of studies. For their benefit an emergency schools project was initiated under which the Education Ministry is running 3 high schools (2 for boys, one for girls), 2 middle schools and 12 primary schools—accommodating more than 5000 students. More schools are being planned and the existing ones are being expanded. These schools have been staffed almost entirely by trained and qualified refugee teachers.

#### **Scholarships**

##### **for Study Abroad.**

The Education Ministry is spending about a million rupees per year for the maintenance of 180 scholars who have been sent abroad by the Central and Provincial Governments for higher studies particularly in technical and scientific subjects. Educational Attachés with the necessary complement of staff have been appointed in the U.S.A. and the United Kingdom to look after the welfare of these scholars.

#### **Various Institutions.**

An Educational Information Bureau modelled on the International Bureau of Education has been set up on a modest scale to collect, distribute and publish educational information and statistics. The Education Division has also set up the following advisory bodies for the planning and coordination of education in all its aspects :

An advisory Board of Education for Pakistan ; an Inter-University Board of Pakistan ; a Council of Technical Education ; a Historical Records and Archives Commission. These bodies are composed of top-ranking educationists and technical experts, both official and non-official. The Government have also reorganised the Department of Archeology to undertake the scientific conservation of existing monuments and the exploration of sites of potential archaeological value. Steps are also being taken to establish a Central Museum at Karachi. An Iqbal Academy is being established for popularising the works of the great Muslim poet, the late Dr. Sir Mohd. Iqbal and a comprehensive scheme for their translation into foreign languages is under the consideration of the Government.



Schemes for the establishment of a Pakistan Academy on the lines of the French Academy and of a National Museum and a Central Library are also being formulated.

**Cultural Relations.** With a view to promoting international understanding and good-will, the Education Ministry has formulated a comprehensive programme of cultural contacts with foreign countries through *a)* exchange of students and teachers, especially in the first instance with the Middle East Countries, China and Indonesia, *b)* exchange of literature, *c)* sending abroad cultural missions composed of eminent educationists, scientists and men of letters, and *d)* forming Cultural Associations on a reciprocal basis. Up to the present four such Cultural Associations have been constituted with Iran, Afghanistan, the Arab countries, and Turkey.

In due course it is hoped to extend these cultural contacts to other countries.

## EDUCATIONAL ACTIVITIES OF THE PROVINCES

**West Punjab.** Teachers' scales of pay have been improved and are now even better than those suggested in the Sargent Report. Education, at the elementary stage, still remains in the hands of local bodies who were given substantial grants for repairs to school buildings and for renovation of equipment. Following the example of the Governments of North-West Frontier Province and Sind who have taken over all educational responsibility from local bodies and assumed direct control of all educational institutions, the Government of West Punjab is taking steps to centralise education.

The general policy of the West Punjab Government in regard to vernacular education may be summarised as follows:— *a)* That vernacular education should have an agricultural or vocational bias and a bearing on the conditions of life of students; *b)* that besides instruction in the three R's lessons should be given in a practical manner in civics, co-operation, laws of health and sanitation, improved methods of agriculture and last but not least the multifarious programme of rural uplift; *c)* that the system of education should be based on community work, more on the actual observation of facts and things than on mere reading and cramming of a few fixed textbooks.

In short, the ideal set before the Government is that a rural vernacular school should be the centre of village life and a powerful vehicle of social emancipation, economic improvement and agricultural development. With this policy in view, efforts have been made in recent years, to bring about several reforms in schools. To give a few examples:

Methods of instruction have been considerably improved. A large number of play-way gadgets and devices of teaching have been introduced to make school work more congenial and interesting to pupils particularly in the lowest classes.

Hobbies and handicrafts have been introduced to create not only a pre-vocational bias in the minds of students, but also to give them the much-desired training of the hand and the eye.

Increased rural bias has been given to the teaching of various subjects. As far as possible, practical aspects of subjects like arithmetic, geography and science have been emphasised.

Boys' life at school has been made happier and richer by the prohibition of all corporal punishment at the primary and lower middle stages, introduction of gardening and floriculture wherever the necessary facilities of land and water existed, and by the organisation of recreative games, etc., in almost every school.

A new subject called rural science which is of great importance to village life has been introduced at the middle stage. This composite subjects has as its base civics, hygiene, sanitation, cooperation and physics and chemistry, all centring round agriculture.

A committee of experts is considering the question of curriculum revision and it is hoped that the revised scheme of studies will be ready for introduction by April, 1950.

#### **The North West Frontier Province.**

This Province is much smaller in area, population and resources than West Punjab. Moreover, a large section of its population is in the tribal stage of development and does not easily lend itself to educational progress. Many of the schools in the Province were managed by the Hindu community which migrated *en masse* to India creating thereby an educational vacuum in certain areas. A large number of these vacated schools has now been reopened by the Government for the benefit of refugee students coming from outside. Although the Government faced financial stringency and shortage of staff, they did not swerve from the policy of educational development initiated by the Government of undivided India and opened the following new institutions during 1947-48 : 1 high school for girls ; 20 primary schools for girls ; 10 3-year co-educational primary schools. Fifty primary and middle school teachers were trained in basic education.

Perhaps the most remarkable measure of educational reform in the Province was the taking over of schools from local bodies and their direct control by the Government. The object of this reform was to abolish the dual control over schools and enable the Government to improve their standard.

It is proposed to raise the Government Intermediate College at Abbottabad to the status of a degree College. The Government have taken cognizance of the popular demand for military training and introduced military drill in schools.

Demands for more schools continue to pour in but, for want of funds, it is not immediately feasible to meet all these demands. The Government are, however, keen that facilities for primary education should, as far as possible, be made available to all. A scheme is under the consideration of the Government whereby mosques in villages which have no schools will also be used as schools. This scheme, if implemented, will result in the opening of a large number of schools.

#### Baluchistan.

Baluchistan is educationally the most backward Province of Pakistan. The majority of its population has not yet progressed beyond the tribal stage. Most of its area is barren and waterless, and the population is sparse and scattered. The meagre resources of the Government, the poverty of the people and the long distance between one village and another as well as the paucity of trained teachers are serious obstacles which stand in the way of educational progress.

In spite of natural and social handicaps, the Government provide free primary education and also free books and writing material to the students. A large number of stipends and scholarships is also given annually to deserving students.

The Education Ministry of the Central Government who are responsible for education in Baluchistan hope to offer higher salaries so as to attract the right type of teachers. They also propose to open a technical high school this year and to increase the number of primary schools by 40 each year. The existing Intermediate College is also being raised to the standard of a Degree College.

#### Sind.

With the achievement of Pakistan and the subsequent wholesale exodus of Hindus, education received a rude set-back in Sind. With the exception of a few Government high schools, almost all the high schools were Hindu-managed, handsomely aided by the Government. These schools have closed down and the gap thus caused has now been filled by the quick action of the Central and Provincial Governments. The Central Government have opened a number of schools at Karachi, while the Provincial Government have taken over the institutions vacated by the Hindus. Refugee Muslims have also opened a few new institutions. Thus the overall picture is one of rapid recovery and progress.

With the abolition of local School Boards and the assumption of direct responsibility for primary education by the Government, the stage is now set for the introduction of compulsory primary education in Sind. In fact, compulsory primary education for boys has already been introduced in about two-fifths of Sind. The Government are also giving finishing touches to a similar scheme in respect of girls and also to a scheme for the liquidation of adult illiteracy.

**East Bengal.**

East Bengal contains nearly two-thirds of the total population of the whole of Pakistan and in area is the largest single province, but educationally it is not as advanced as West Punjab. Unlike other provinces, its educational life did not suffer any serious dislocation, although its Government has to contend against several odds arising from the partition of Bengal. In 1944-45, undivided Bengal had 101 colleges, 2618 high schools, 2513 middle schools and 39,562 primary schools for boys and girls. Of these institutions approximately 60 per cent now belong to East Bengal. A few colleges have also been started and the Ahsanullah School of Engineering, Dacca, has been raised to the status of a full-fledged Engineering College.

The Education Department at its inception had no records, libraries or data and hardly any trained staff. Moreover, soon after its establishment as a separate entity, the province was visited by devastating floods in the Chittagong area which damaged a large number of schools. Thus the problems of East Bengal are different from those of the provinces in Western Pakistan. A new organisation for educational administration is being created and efforts are being made to fill the gap caused by the migration of large numbers of trained teachers and inspecting staff. One special feature of the educational life in East Bengal is the levy of an educational cess which yields considerable revenue for supplementing the educational budget of the Province.

**CONCLUSION**

The foregoing account of educational activities in Pakistan shows the magnitude of the problems and difficulties which the new State has been called upon to face. The Government of Pakistan, however, are determined to overcome these difficulties, for they are sustained in their efforts by the passionate idealism and faith of the people who see in the establishment of Pakistan the fulfilment of their dream of a new design of living based on principles of universal brotherhood, justice and tolerance.

## PHILIPPINES

### EDUCATIONAL DEVELOPMENTS IN 1946-1947<sup>1</sup>

*Administration and Organisation of Schools. — Generalities. — Reorganisation of the Educational System. — Curricula and Methods. — Modifications in Curricula. — Teaching Material. — Assignment of Personnel. — Shortage of Teachers. — In-Service Training. — Auxiliary or Extra-curricular Services. — Health Education and Physical Education. — Mental and Dental Services. — School Meals. — Handicapped Children. — Youth Movements.*

#### ADMINISTRATION AND ORGANISATION OF SCHOOLS

##### **Generalities.**

The opening of the school year 1946-1947 coincided with the inauguration of the Republic of the Philippines on 4th July, 1946, and the educational system of the Philippines then resumed its prewar pattern. Previously, ever since the liberation, the schools were under the Philippine Civil Affairs Unit of the United States Army and the Philippine Commonwealth Government. During this period, not all the pre-war schools could be opened because of the unsettled conditions in the country. Moreover, school buildings were scarce because most of them had been destroyed during the war. Then again, thousands of school officials and teachers were not available for duty.

##### **Reorganisation of the Educational System.**

At the head of the educational system was the Secretary of Instruction, who was in charge of the administration and supervision of all public and private elementary and secondary schools as well as higher institutions of learning. Under him were the Bureau of Education, the Office of Private Education, the Office of Adult Education, the Office of the National Physical Director, and the National Library. The designation and organisation of these Offices were recently changed. The head of the system is now called the Secretary of Education, and he has control over the Bureau of Public Schools, the Bureau of Private Schools, the Bureau of Public Libraries, and the Institute of National Language. The former Office of Adult Education has been converted

<sup>1</sup> From the report sent by the Department of Education of the Republic of the Philippines.

into a division in the Bureau of Public Schools, and the Office of the National Physical Director into a division in the Department of Education.

The higher institutions of learning are patterned after those in the United States.

Schools are organised as follows : 1) elementary (grades I to VI) ; 2) secondary (first year to fourth year) ; 3) collegiate or university (two years to six years).

Vocational courses are offered in normal, trade, commercial, and agricultural schools of secondary and collegiate level.

Public schools on the elementary level are supported by the State, those on the secondary and collegiate level are supported partly by the State and partly by tuition fees. Private schools are pay-schools under private initiative.

Public schools are co-educational ; some private schools, however, are not.

Adult schools are organised on teacher-volunteer basis in communities where there is a demand for such schools and where facilities are available. These schools are mostly citizenship schools teaching the three R's.

There are no major reforms during the 1946-1947 school year relative to primary, secondary, and professional and adult education. However, a *Two-Year Special Trade Curriculum* was introduced to meet the demands for skilled workers in auto mechanics, general metal work, practical electricity, furniture making, building construction, drafting, etc. Skilled workers in these occupations are badly needed in the rehabilitation of the country.

## CURRICULA AND METHODS

**Modifications in Curricula.** Because of the excessive enrolment immediately after the war, caused by the three years of Japanese occupation which interrupted schooling and by the destruction of many school buildings which limited school accommodation, the school programmes used before the war were modified to permit greater accommodation. Some subjects like health, character education, and social studies, were integrated.

Character education was emphasized during the year in an effort to rehabilitate the morale of the youth which was at a low ebb because of the effects of the global war. A more intensive study of the lives of illustrious Filipinos such as Rizal, Mabini, and Bonifacio was conducted to bring home to the young people love of country, honesty, perseverance, self-control and personal integrity.

There were no new techniques of instruction introduced. The school children were, however, provided with plenty of opportunities to practise what were taught them in the schools.

**Teaching Material.**

No scholastic manuals were used during 1946-1947. What were used were courses of study and manuals for the teaching of the various school subjects. Some of these courses of study are being printed.

**ASSIGNMENT OF PERSONNEL****Shortage of Teachers.**

During the 1946-1947 school year there was difficulty in filling positions for superintendents, supervisors, principals and classroom teachers, because many of the pre-war personnel were still in the army, some had died during the enemy occupation, and the rest were employed in business firms where the wages or salaries were considerably much higher than the wages or salaries offered by the government.

To solve the shortage in personnel, high school graduates had to be employed as classroom teachers ; experienced and professionally trained teachers and supervisors were promoted to higher positions ; and transfers made from one position or office to another.

**In-Service Training.**

Some activities employed to improve instruction in the schools and meet the problems that arose because of the employment of teachers who were not professionally trained were : 1) normal institutes ; 2) directed observation and demonstration teaching ; 3) conferences ; 4) visitations and inter-visitations (observing the work of good teachers in good schools) ; 5) professional reading ; and 6) attending vacation normal schools.

**AUXILIARY OR EXTRA-CURRICULAR SERVICES****Health Education and Physical Education.**

During the school year 1946-1947, health education and physical education were integrated to form a single course. A long range program of physical education designed to promote the physical fitness of children was started. In some divisions intramural athletic games and contests and playground demonstrations (gymnastics and folk-dances) were held.

**Medical and Dental Services.**

Medical and dental services in the schools were started during the year. These services were made possible by a proclamation of the President of the Republic authorizing the yearly and voluntary collection of 50 centavos (quarter of a dollar) from each pupil and student enrolled in all public elementary and secondary schools. Each province of the country had one or more school physicians and dentists to look after

the health of the pupils or students. Before the war, dental services were provided for in connection with membership in the American Junior Red Cross. There were no school physicians then.

**School Meals.** Some schools, elementary and high school provided lunch counters or canteens in connection with their work in home economics. Foods were sold without profit. In 1946 children in some schools were served hot milk and cereals (wheatmeal). These foodstuffs were given as relief by the United States through the President of the Republic.

**Handicapped Children.** There is only one school for handicapped children in the Philippines, and that is the Philippine School for the Deaf and Blind. This school started its work during 1946-1947 in spite of lack of equipment and supplies.

The City of Manila has reformatory schools for delinquent boys and girls at Welfareville, Mandaluyong.

**Youth Movements.** The Boy Scouts of the Philippines, the Girl Scouts of the Philippines, the Junior Red Cross school organizations, the Y.M.C.A., the Y.W.C.A., the various school associations and sororities patterned after those in the United States, are among the agencies that promote young people's movements in the Philippines.

Scouting has been allotted a place in the school curriculum for one period (40 minutes) a week in connection with physical education. The movement is proving to be an effective agency for character building and citizenship training.



## POLAND

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Introduction. — Pre-school Education. — Primary Education. — Secondary Education. — Vocational Education. — Supplementary Vocational Education. — Teacher Training. — Art Education. — Higher Schools. — Adult Education. — Libraries. — Child and Youth Welfare. — Conclusion.*

#### **Introduction.**

In the Poland of today, the development of education appears as a consequence of the new ideology and of structural changes in the economic, social and cultural life of the country.

#### **Pre-school Education.**

Before the war, Poland was a State of 35,000,000 inhabitants, whose kindergarten and infant schools enrolled 75,000 children from 3 to 6 years of age, or 2.5% of the children of that age. In similar schools of present day Poland, which has a total population of 24,000,000, there were 138,000 children in 1945-1946, 203,000 in 1946-1947 and 224,000 in 1947-1948, or approximately 15% of the children for whom these schools are intended. The increase in the number of children attending such schools is, in general, larger in the recovered territories of the West, to which some millions of Poles from the East had to be transferred, than in the country's central provinces. This increase is likewise more considerable in centres of working population and in industrial regions than in the country.

The development of pre-school education is due above all to the material aid contributed by the State, and to the activity of two large organisations, the "Workers' Society of Friends of Childhood" and the "Peasant Society of Friends of Childhood". The number of public kindergarten and infant schools is still increasing in comparison with that of the private schools. In 1937-1938, the State infant schools and those organised by local authorities represented 40% of the total number of such schools. In 1947-1948, the same class of schools represents 75% of the total number. The private kindergarten and infant schools are, in general, maintained by social institutions who, however, receive State subsidies towards

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. J. BARBAG, delegate of the Government of Poland.

their upkeep. In 1947-1948, lay social institutions ran 450 such schools, religious social institutions 727, while 23 were controlled by private individuals.

The adaptation of the pre-school system to the needs of the population continues to improve. The former private infant schools, intended for children of well-to-do families, are disappearing, while State schools and those of social organisations are becoming more numerous. The latter are free and even distribute free meals to the children.

The system of kindergarten and infant schools in industrial regions takes into consideration the parents' working hours. Whereas, before the war, infant schools only kept children 4 or 5 hours a day, children can now remain in school 8 hours and more, thus enabling their mothers to come for them at the end of the working day. The nationalization of great landed properties and that of large and moderate sized industries has enabled numerous nursery schools to be housed in palaces, villas or other dwellings whose owners have been affected by the reform.

#### **Primary Education.**

With the liberation, young Poles who had not been able to attend school during the long years of enemy occupation flocked to the schools. The initial result was an overcrowding of primary schools, especially in the lower classes. At the other end of the scale it was necessary to create for older pupils primary schools where a years' work could be accomplished in six months.

However, the situation is becoming more and more normal. Thus, the number of children in the first primary classes has fallen from 705,000 in 1945-1946, to 636,000 in 1946-1947 and to 561,000 in 1947-1948, which approximates the number of 7 year-old children (500,000).

The six-month primary schools, created for older children, were attended in 1945-1946 by 200,000 pupils, in 1946-1947 by 150,000 and in 1947-1948 by only 35,000.

In the upper classes, on the contrary, the number of pupils continues to increase. In 1945-1946, there were 1,076,000 pupils in the last four classes (classes IV to VIII). There were 1,353,000 in 1946-1947 and 1,564,000 in 1947-1948. This increase is the result of the new educational policy, which tends to carry all the pupils through the primary school.

Other progress has been registered in the organisation of primary education. In 1947-1948, there were 54 private primary schools attended by 22,000 pupils. Before the war, each teacher was obliged to teach 60 pupils. In 1947-1948, this number was reduced to 46. The combined efforts of the Ministry of Education and of the Teachers' Union have made it possible to complete the educational training of a large number of teachers who, when they were recruited at the liberation, were not fully qualified.

**Secondary Education.**

The number of pupils in secondary schools has continued to increase, despite the fact that the first secondary class has been replaced by the new VIIIth class in the primary school. In 1947-1948, there were approximately 200,000 pupils in secondary schools. The former private secondary schools are being brought under state control. Whereas, before the war, 50% of the secondary schools were private, in 1947-1948, the corresponding figure was only 25%.

In secondary schools, there is a continuous increase in the number of pupils coming from the working and peasant class, an evolution favoured by the organisation of boarding schools and the system of scholarships. The adaptation of the secondary school system to the centres of population and, in particular, the opening of secondary schools in country districts also make such schools more available to sons and daughters of workers and of peasants.

**Vocational Education.**

The development of vocational education is even more rapid than that of the other branches of education. Before the war, there were 87,000 pupils in vocational schools. After the war, and despite a 33% population decrease, the following figures were reached: in 1945-1946, 111,000 pupils; in 1946-1947, 148,000 and in 1947-1948, 213,000.

Vocational high schools qualify for higher studies, and pupils are taking advantage of this opportunity in ever greater numbers. Moreover, the number of candidates for vocational schools is increasing every year and will probably soon exceed that of candidates to secondary schools giving general instruction.

For lack of properly equipped laboratories, a large number of vocational schools, especially those under a Ministry other than that of Education, organise practical instruction in workshops and factories for their pupils. All these schools have also set up practice periods during the holidays within the framework of a general plan established by the Ministries.

The teaching staff of vocational schools is composed of specialized teachers as well as of engineers and other experts, who work in factories or other establishments.

It is worth mentioning also that, during the past year, thousands of pupils have attended numerous establishments which are not considered as vocational schools properly so-called.

**Supplementary Vocational Education.**

This training is reserved principally for young people from urban centres who work in factories and workshops. In 1937-1938, approximately 110,000 young men and women attended supplementary vocational schools. There were 101,000 in 1946-1947 and 130,000 in 1947-1948.

To be admitted to the first class of this training, pupils must present a certificate showing, that they have successfully completed the VIIth primary class. Preparatory classes exist for candidates whose previous instruction is below this level.

Before the war, supplementary vocational training occupied only eight hours weekly; now as much as eighteen hours. On days when they have their lessons, pupils must be released by the establishments in which they work. After completing the courses of the supplementary vocational school, the pupils so desiring may continue their studies in two-year schools, where they may obtain a diploma giving the same rights as that of a secondary school.

#### Teacher Training.

It was necessary to fill in as quickly as possible enormous gaps which the war had made in the ranks of the teaching profession. Apart from the training colleges, many teachers' courses of varied lengths were organised to give provisional training to candidates for posts in infant and in primary schools. This stage is now completed, the Ministry of Education and the Polish Teachers' Union are now organising complementary courses enabling men and women teachers who lack complete training to finish their pedagogical studies.

The systematic training of future primary teachers is at present given in five educational institutes among which are the former Institute of Manual Training and the former Institute of Special Education, and in three teachers' colleges, where studies are continued for three years beyond the normal matriculation. Two teachers' colleges were recently opened to train teachers for vocational schools. They accept candidates who have completed courses in a vocational secondary school.

#### Art Education.

Art schools are at present under the Ministry of Culture and Fine Arts. Besides the secondary and higher art schools which prepare specialists (painters, sculptors, actors, musicians, decorators, etc.), popular art schools open exclusively to amateurs and responsible for developing the country's artistic taste have been created in recent years. The number of pupils in art schools has almost doubled since the war.

In 1947-1948, there were 24 secondary schools and 7 higher schools of plastic art, as well as 20 centres of plastic culture for amateurs, 8 secondary and 1 higher schools of dramatic art, as well as 27 schools for the ballet; 42 secondary and 7 higher schools of music, as well as 42 popular schools designed to develop a taste for music. There were also 2 long established fine arts academies in Warsaw and Cracow.

#### Higher Schools.

Higher schools have developed very rapidly despite destruction and enormous losses in personnel.

provides for the construction of buildings designed for primary education.

This plan has sprung from a detailed study of the educational needs of all the centres of population, including those of least importance. It indicates the number of buildings to be erected in each locality and whether they are intended for boys or for girls, as well as the total amount of expenses to be incurred for their construction, and the manner in which they can become financially sound.

A comprehensive plan for the construction of primary school buildings generally was necessary for the following reasons: (a) the need to avoid any influence of local preferences; (b) to study objectively the conditions evident in each locality; (c) to distribute the advantages and expenses in an equitable manner; (d) to utilize more effectively public interest in the construction of the buildings; (e) to encourage the participation of benefactors.

The conclusion was reached that 12,500 classrooms needed to be constructed. The total cost of these buildings, including the expenses of acquisition of school furnishings and equipment, was estimated at 5,000,000 escudos.

The fulfilment of the plan has been delayed owing to the lack of materials as a result of the world war. However, 525 buildings have already been erected and 633 are under way, which represents a total of 2,406 classrooms.

This year, the number of active teachers was 13,779, with a total of 533,344 pupils.

#### **School Savings Banks and Canteens.**

In order to develop a spirit of co-operation among the pupils, to stimulate school attendance and at the same time to increase the number and the regularity of those attending, many more school savings banks and school canteens have been opened. The number of school savings banks tends now to equal that of the schools themselves.

Apart from school books and equipment, which are furnished from the savings bank accounts, the school canteens offer the pupils healthy nourishment, in a family atmosphere, and supply clothing to the most needy. The savings banks and school canteens are controlled by a commission of which at least one member is always a teacher.

The State assumes the responsibility for building the canteens, of which the upkeep is guaranteed by funds amounting to a minimum of 2,000 escudos. These canteens are built as annexes to the schools which they serve. Architecturally they are at the same time solid, elegant and sober and in keeping with the particular style of the district.

#### **Normal Schools.**

Legislative decree No. 36839 of 19th April, 1948 established a new normal school for the training of primary

school teachers, thus bringing to 14 the total number of normal schools. They are distributed throughout the different districts of the country, in conformity with the needs of the services and with the more or less pronounced tendency of young people to devote themselves to teaching.

### VOCATIONAL TRAINING

#### **Implementing the Reform.**

After the publication of the new law regarding vocational training, to which reference was made in the report appearing in the 1947 Year-Book, extensive experiments have been carried out in many schools in order to assemble the information necessary for implementing this reform, which is due to come into force at the beginning of the next school year.

#### **Vocational Initiation.**

In schools where the new study system is being tried out, special attention has been focussed on studying teaching methods for the subjects constituting the preparatory division.

The curriculum of this division includes: the mother tongue, history, mathematics, geography, natural science, drawing and manual arts. It is planned with a view to arousing the creative activity of pupils and thus spontaneously bringing out their aptitudes.

The detailed revision of procedures formerly adopted implies a great amount of work, but will permit the gathering of valuable information for the future completion of the reform. The results obtained up to the present time are encouraging.

#### **Teacher Training.**

The implementation of the reform will sanction, on a new basis, what has in fact been practised for many years in teacher training.

Future teachers of preparatory and vocational courses, holding diplomas at the corresponding level, will undergo a two year probationary training period after passing an entrance examination.

In the first year of the training period, the candidates will be brought into contact with school matters, with a view to observing and gaining information, under the guidance of masters of method. They will also be required to attend the educational sciences section of the Faculty of Arts.

In the second year, the trainee will be responsible for teaching a certain number of groups of pupils, under the discreet observation of the same masters of method, whose intervention may become necessary in case of any blatant mistakes which might be harmful to the interests of the said pupils. The student teacher is paid for the service accomplished during this second year as any other temporary teacher would be.

After finishing the training period, the candidate must pass a State examination during which he will have to discuss the methods he has used and defend his personal ideas on teaching.

**Teacher Recruitment.** Teachers of crafts and of vocational techniques will be selected on the results of a competitive examination dealing primarily with practical tests. The candidates will be paid for a probationary period, before being permanently engaged in teaching.

Admission to these competitions is reserved to candidates who have attended a technical course. In default of sufficient candidates fulfilling these conditions, practitioners of recognized experience will be admitted to the tests.

**School Buildings.** Parallel with its revision of vocational training study plans, the administration is making a great effort to endow schools with buildings completely appropriate to the requirements of modern apprenticeship. With this purpose in view, it has adopted the method of constructing according to successive plans which have been established gradually. Following the first plan, mentioned in the 1947 report, a new plan has been established. It embraces the construction or transformation of 21 school buildings, the expenses totalling 1,500,000 escudos, as for the preceding plan.

## SCIENTIFIC RESEARCH AND CULTURAL EXCHANGES

**The Institute for Higher Studies.** An institution, founded on 16th January, 1929, co-ordinates scientific research within the Ministry of National Education and independently of universities, laboratories and autonomous institutes. It is known as the Institute for Higher Studies (*Instituto para a Alta Cultura*), and also deals with cultural relations with other countries.

The preface of the law establishing this institution stresses that "through its importance in vocational training and in enhancing the common inheritance, scientific culture is the essential factor in a country's wealth and power".

This same law takes into account the necessity for improvement in higher education as well as in teaching methods, and establishes a system of research scholarships in the country itself as well as abroad.

Although one of the four Portuguese universities was founded as early as the XIIIth century, Portugal has, from the XIIth century to the present day, always sent abroad a large number of State scholarship holders. For eight centuries, likewise, Portuguese universities have persisted in their collaboration with foreign universities—as is amply proved by the fact that many Portuguese have been deans and professors in universities of other countries, and a large

number of eminent foreigners have taught at Coïmbre, Lisbon, Porto and Evora.

The principal goals of the Institute for Higher Studies are as follows: (1) to co-ordinate works of scientific research, both in the homeland and in the colonies, by establishing study centres and by making grants to existing laboratories, either in universities or independently of them; (2) to grant study scholarships either in the Portuguese empire or abroad; (3) to create and finance scientific publications; (4) to insure Portugal's representation in international scientific Congresses and to organise the Congresses which are held in Portugal; (5) to encourage intellectual exchanges by inviting foreign professors and lecturers to come and work in Portuguese schools, and by sending Portuguese professors abroad, so that on both sides there will be wider culture and spiritual assimilation between the peoples; (6) to organise study trips, holiday courses and exhibitions of books and works of art; (7) to co-operate with foreign universities in appointing Portuguese "readers", in order to develop in the countries concerned the teaching of the Portuguese language and culture.

It should not be forgotten that the varied activities of the Institute for Higher Studies have been considerably impeded by the effects of the last world war.

**Research Scholarships.** One of the services to which the greatest importance is attached is that of scholarships tenable in the country itself, that is, subsidies for research students in the homeland.

The object of these scholarships is to prevent the dispersion of investigators too widely among separate vocations and to assure to them the material conditions which are indispensable if they are to devote themselves solely to their work. The scholarships may be granted: (1) to young graduates preparing a thesis for a doctor's degree; (2) to research students who have already to their credit publications of recognized value and who need financial aid in order to prepare new works.

The first scholarships are intended for beginners who are working as a group in a study centre or laboratory, under the guidance of a professor.

The budget provides a sum totalling 7,500,000 escudos for scholarships within the country. These are often in the form of "compensation for salaries", so that work may be carried on full time.

In Portugal, as elsewhere, an attempt is being made to solve the problem of keeping the research student in the laboratory and preventing his being lured away by more lucrative tasks.

The scholarship system in the country allows: (1) the training of future scholarship students abroad by initiating them to the general techniques which normal university training cannot teach them; (2) the retaining "in reserve" of scholarship students who have already specialized (either in the country or abroad) and among whom



are recruited in general the future university professors and lecturers.

Last year, 79 graduates of institutions of higher learning benefitted by these scholarships.

#### **Study Abroad.**

The complement to scholarships within the country are scholarships overseas, which are granted after a preliminary investigation, conducted each year, of the main problems or difficulties facing the universities and State technical services.

Scholarship students going to foreign countries leave their salaries for their families and, in the country to which they go, receive a study scholarship which keeps them secure from any material cares.

The last budget provides for a total of 11,580,000 escudos for such scholarships, and last year the number of beneficiaries rose to 40. It must be noted that the period of study abroad varies considerably, and may cover from one semester to six academic years.

The budget provides another sum, totalling 1,500,000 escudos, for training in special techniques, which require only a few weeks of training.

The Institute for Higher Studies collaborates regularly with several similar organisations in other countries, with the aim of placing temporarily professors, work managers or specialized technicians, so as to ensure the necessary diffusion of methods of scientific work.

The last budget provided a sum of 2,200,000 escudos for this purpose.

#### **Scientific Research in the Colonies.**

The special purpose of the Council of Colonial Missions, placed under the Ministry for the Colonies, is the organisation of study missions within the Portuguese Empire. The last grant to this service was of 1,720,000 escudos.

The Governments of the colonies and the organisations responsible for the economic co-ordination of colonial products likewise maintain services of scientific research. The expenses of these services reached nearly 80,000 escudos last year.

Although the total of these funds is already relatively large, the Institute for Higher Studies has, likewise, organised scientific missions in the colonies.

#### **Study Centres.**

To assure adequate means of working to its scholarship holders, the Institute for Higher Studies has decided to establish and to maintain study centres. Since nearly all "research masters" belong to university staffs and as there is an economic interest in using the laboratories of higher institutions of learning, these centres work as annexes of such institutions.

In 1947-1948, there were in operation in connection with laboratories and university institutes, 24 study centres established by

the Institute for Higher Studies—5 at Coïmbre, 12 at Lisbon and 7 at Porto.

The budget provides for 12,500,000 escudos for the maintenance of these centres.

**Scholarships  
for Artists.**

The training of artists is entrusted to two commissions of experts (music and plastic arts) whose annual grant is 5,000,000 escudos.

For work done in connection with archives, 42,700,000 escudos have been provided.

Outside the Ministry of National Education, there are various official institutions devoted to scientific inquiry, and the Institute for Higher Studies has included in its budget a sum of 42,700,000 escudos destined for this activity.

**Cultural Relations.**

This last field of activity of the Institute for Higher Studies has been greatly reduced as a consequence of the war. Numerous European universities have been hard hit by the conflict and have not yet reached their former effectiveness.

However, the Institute for Higher Studies has sought to fulfil its mission in this field and has helped greatly in re-equipping damaged libraries with books and photo-prints relating to Portuguese culture. It has also maintained Portuguese chairs and courses in many European universities. The Institute's budget includes a lump sum of 20,000,000 escudos set aside for this purpose.

This rapid sketch is certainly sufficient to show that in the realms of scientific research and cultural exchange, Portugal continues to collaborate, wishing to develop the culture of its people and to strengthening the bonds of spiritual friendship between the nations.

## SALVADOR

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Budgetary Increase. — Statistical Data. — Rehabilitation of Delinquent Youth. — Popular Libraries.*

**Budgetary Increase.** Salvador is making an immense effort at present to improve both the level of instruction of the people and the status of teachers. The first confirmation of this statement is that the education budget for 1948 has been tripled, an increase justified before the National Congress by the need for building new schools at San Vicente, Chatalenango, Texistepeque, Chirilagua, Gucuapa, for increasing educational services and raising the salary of primary and secondary school teachers. A plan to open school canteens is at present being studied. Indeed, the sums devoted to culture and popular instruction represent 13.5% of the State's general budget.

**Statistical Data.** In the country there are 1520 primary schools with 3,700 teachers, and 110,000 pupils. Salvador also possesses a normal school and 22 vocational schools attended by 2,336 pupils. Finally, the city of San Salvador, the capital, possesses a university with five faculties attended by 900 students.

**Rehabilitation of Delinquent Youth.** Among the special schools, particular mention should be made of the "Rafael Campo Rehabilitation Farm", which is a re-education home for delinquent minors. This institution has just been transformed and improved by order of the Minister of Justice, who had called in as consultants two specialists from the State of California (U.S.A.), who are experts in the rehabilitation of minors. Equipped as a model farm, the Rafael Campo home is inspired by very modern experiments in the field of rehabilitation of young delinquents. Nevertheless, the directors wished to take into account the Salvadorian setting and character, in order to readjust the pupils and to prepare them to return to the surroundings in which it will be their lot to live. In order to attain this goal, account was taken of the nature of Salvadorian agriculture and crafts, as well as of the peoples' customs.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Albert Amy, delegate of the Government of Salvador.

**Public Libraries.**

A movement has been initiated to make books and documents more available to the public and to school pupils. With this aim in view, the National Library has recently opened centres in every section of San Salvador where supplies of books are loaned without charge. This permits the circulation of valuable works.

Further, according to a recent communication from the Ministry of the Interior, instructions have been given to all the municipalities in the Republic inviting them include in their budget-estimates a sum devoted to the foundation, or to the enlargement, of free public libraries.

## SWEDEN

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Generalities. — School Reform Commissions. — School Administration. — Elementary Schools. — Number of Pupils. — Length of Compulsory Schooling. — Centralization. — Elementary Education Budget. — Secondary Schools. — Number of Secondary Schools. — Number of Teachers and Pupils. — Secondary Education Budget. — Curricula and Methods. — Teaching of English. — Practical Trends in Education. — Language Teaching. — New Methods. — School Textbooks and School Materials. — Discipline. — Teaching Staff. — In-Service Training. — New Salary Scales. — Teachers' Lodgings. — Shortage of Teachers. — Practical Training. — Auxiliary and Out-of-School Services. — School Hygiene. — School Canteens. — School Psychology or Guidance Services. — Adult Education. — Higher Education. — Scholarships and Awards.*

### GENERALITIES

#### **School Reform Commissions.**

Great school reforms have been in abeyance during the last year, pending the results of the investigations of the two school commissions, the expert one of 1940 and the expert and parliamentary one of 1946. The former finished its work in the beginning of 1947, the latter was expected to publish its first report last autumn, giving in that report the general outlines of the organisation proposed. But this report is now only being printed—its contents have already been made known—and will after publication be sent out for consideration to the authorities and schools concerned. There is still some hope that the Government will be able to present a new Education Bill to Parliament in 1949.

#### **School Administration.**

The Board of Education, the central civil service department for education, decides most practical questions in this domain and prepares and executes the decisions of the Ministry of Education (the Government) and of Parliament. The Board has been strengthened in the past year by the creation of three new posts as Councillors of Education and one as principal assistant secretary

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Karl KÄRRE, delegate of the Government of Sweden.

and of a special department for adult education with a councillor as its head. A sloyd inspector has been appointed, and the superintendent medical officer has an assistant medical officer by his side. The two laymen who since 1947 have belonged to the Board and are to represent the general public were mentioned in last year's report.

In the elementary schools superintendent teachers are elected more often than before. In school districts with at least 10 teachers it is now compulsory to appoint a superintendent.

The Board of Education has recently suggested a certain amount of decentralization. It has thus been suggested that many questions which are now decided by the Ministry should be left entirely in the hands of the Board, whereas certain questions decided by the Board should be passed over to the headmasters, etc.

A special committee dealing with the administration of elementary schools has just finished its work. Intermediate authorities—between the Board of Education and the local authorities and taking over duties from both—have been suggested by this committee.

There is a special Board for vocational schools of all kinds. These schools are not treated in this report. The present budget for vocational schools in the country amounts to 23 million Swedish crowns (21 million last year).

### ELEMENTARY SCHOOLS

**Number of Pupils.** At the end of the school year 1946/47 the number of pupils in the elementary schools was 544,000 as against 527,000 in the previous year. The number of classes, with one teacher in each, had in the same time increased from 26,440 to 26,890.

The high birthrate that has been characteristic of the years since the middle of the thirties has been influencing the elementary school for some time and is just beginning to influence the secondary school, causing a shortage of premises and of teachers which involves great difficulties. A limited quota of buildings is, however, being reserved each year for school-building purposes. Lack of building materials and of labour as well as the conditions in the foreign exchange market add to the difficulties. The need for new buildings is very urgent in a great number of places and is constantly on the increase.

**Length of Compulsory Schooling.** When the seventh school year was introduced in 1936, a transition period of 12 years was decided, and that period is now ended. A postponement of that reform will, however, have to be allowed to a great many school districts, owing to insufficient buildings.

The school commission of 1940 proposed 8 years as the normal length of compulsory schooling, and the commission of 1946, 9

years. Many districts have already introduced an eighth school year, and in a few districts a voluntary ninth school year has been added.

### Centralization.

The highest forms of the elementary school (7 and 8) are being more and more centralized, enabling better school-types to be provided, and state grants are given for the transport of children not only for the sake of economy but also, since 1947, to secure improvements in school conditions. State grants are also, since 1947, given to pupils in the two highest forms for so-called self-conveyance (bicycle), amounting to 0.40 or 0.50 crowns a day.

### Elementary Education Budget.

Information about the size of state grants to elementary schools may be given as regards some of the most important items. To show the development, figures (Swed. crowns) are given for the last two years and will be allowed to speak for themselves.

	1946/47	1947/48
Teachers' salaries . . . . .	136,000,000	141,000,000
Teachers in sloyd . . . . .	3,625,000	4,025,000
Teachers in domestic economy . . . .	350,000	400,000
Teachers in continuation schools. . . .	3,675,000	3,500,000
Boarding of pupils . . . . .	2,050,000	2,050,000
Transport of pupils . . . . .	4,100,000	4,800,000
Free textbooks . . . . .	5,500,000	5,500,000
Maintenance and materials . . . . .	1,000,000	2,900,000
Building operations . . . . .	8,000,000	12,000,000
Health service. . . . .	500,000	845,000
School canteens . . . . .	4,000,000	10,585,000
Centralization of continuation schools .	500,000	530,000
Nomad schools . . . . .	457,000	579,000

## SECONDARY SCHOOLS

### Number of Secondary Schools.

During the last year the number of state secondary schools was 206, of which 67 were higher secondary schools leading to matriculation (*studentexamen*) and 139 lower secondary (intermediate) schools only leading to modern school examination (*realexamen*); the higher schools also lead to the *realexamen*. Only one new intermediate school has been decided by this year's parliament. In addition there are 15 communal *gymnasia* (the higher forms of a higher secondary school), 7 of which have been opened during the past year, and a considerable number

of communal girls' schools and communal intermediate schools, some of them of a technical nature. Three large communal intermediate schools were taken over by the state from July 1947, and eleven such schools will be taken over from July 1948. A few communal intermediate schools have been opened.

**Number of Teachers and Pupils.** In the state secondary schools 157 new posts on the permanent staff of teachers in theoretical subjects have been decided by the Parliament of 1948, the total number of permanent teachers thus amounting to 2804, headmasters included. The number of non-permanent teachers in the same schools is calculated at 662.

An increasing percentage of the elementary school children pass on to the secondary schools. In the autumn of 1947 the number of beginners in secondary schools of various kinds was 25,000 corresponding to 29% of that age-class. If nothing happens to disturb the trend, there may be expected in 1953 not far from double that number of pupils in the first form of secondary schools, corresponding to 37% of the age-class.

**Secondary Education Budget.** Some of the more important items in the budget of secondary schools for the last two years may be given here (Swedish crowns).

	1946/47	1947/48
Teachers' salaries in state schools . . .	34,535,000	52,721,000
Certain fees to training probationers . .	320,000	320,000
State grants to certain communal <i>gymnasia</i> . . . . .	30,000	125,000
State grants to communal girls' schools	5,370,000	6,000,000
State grants to communal intermediate schools. . . . .	3,370,000	2,770,000
State grants to communal intermediate schools (technical). . . . .	2,777,000	2,777,000
State grants to private schools . . . .	1,320,000	1,183,000
Pupils' scholarships . . . . .	4,500,000	8,000,000

## CURRICULA AND METHODS

**Teaching of English.** A foreign language, preferably English, has of recent years been introduced into an increasing number of elementary schools (preferably the 7th and 8th forms), partly by way of experiment. Pronunciation, the reading of texts and conver-



sation are the chief elements of the study, grammatical questions being treated and written exercises occurring in conjunction with the reading.

At the suggestion of the School Commission of 1940 an interesting experiment has been going on during the last three years, viz. a combined radio and correspondence course in English: in 1945/46 for the 6th, in 1946/47 for the 7th, and in 1947/48 for the 5th form of the elementary school. The experiment, for which the Broadcasting Corporation has been awarded a state grant, has been limited to certain areas and has aimed at showing how far it is possible to arrive at passable results by means of radio lessons combined with ordinary lessons. The number of weekly periods for the purpose has been 6, of which two have been given by the radio teacher, two by the form-master, who as a rule has not had the proper qualifications for teaching English, and two have been silent practice by the pupils under the direction of the teacher. Booklets containing the text courses with the necessary commentary and practical exercises have been sent out to the participants, who have had to write out answers to questions and translation of sentences and send these for correction to the Broadcasting Corporation. The results, which have been controlled in various ways, have been uneven, but in many cases the experiment has turned out surprisingly well, and the possibility of this kind of language teaching has been proved. Even in this case, however, the results have been found to depend chiefly on the interest and ability of the form-master. The foreign language study has been found to exert a favourable influence on the study of other subjects, especially the mother tongue, though it takes up much time in the pupils' homework.

The radio and correspondence course has been planned by the Broadcasting Corporation and the Board of Education in cooperation, and one of the ablest secondary-school teachers of English has been responsible for the textbooks and the radio lessons.

#### **Practical Trends in Education.**

Boys are given instruction in domestic economy more often than before. In handicrafts instruction is becoming more common in what maybe called knowledge of textile materials. A growing interest is observed in letting the older schoolchildren learn the care of children. In all there may be said to be a tendency towards making school education more practical, and that also applies in a way to theoretical instruction itself.

#### **Language Teaching.**

As regards the secondary school curriculum there are no changes of a kind to require attention in this connexion, except possibly that the time-tables for English, which was made the first language in 1946, and for German, which was then

made the second language, have been revised. Spanish has been introduced into the two top forms of a few higher state secondary schools. For some time it has figured as a subject in a few private schools.

#### **New Methods.**

An internal development in teaching methods is gradually taking place, aiming at making the pupils more independent in their study. An investigation has been made by the school commission of 1946 into the use of particular methods on the part of the teachers (both in secondary and elementary schools), and it has appeared that very many teachers follow their own lines in teaching and education and use new techniques. The results of this investigation will probably be published by the commission.

#### **School Textbooks and School Materials.**

Textbooks are subject to the approval of the Textbook Board and the Board of Education, and no school-books must be used that are not entered on the Textbook List. The Textbook Board has just been reorganised. The Board is from now on to consist of four laymen, forming the majority, and one representative of the elementary, one of the secondary and one of the vocational school. The Board of Education is also to be represented on the Board, but the approval of textbooks will in the future rest entirely with the Textbook Board. Experts on psychology as well as on the different subjects are to be at the disposal of the Board. The members of the Board are also to serve as advisers to publishing firms and authors and will have to take the initiative in the improvement of textbooks.

Increased state grants have been decided as from 1st July, 1947, for school materials in general. The grant is now from 60 to 200 crowns a year for a class corresponding to one teacher, a class made up of several forms receiving the higher amounts. The Board of Education has been commissioned to prepare an up-to-date catalogue of suitable teaching materials for elementary schools.

#### **Discipline.**

The general public has recently evinced great interest in the means used by the school to enforce discipline. Corporal punishment is prohibited in secondary schools but may in certain cases be had recourse to in elementary schools. A committee of experts has been appointed to report on this question, the directions given the committee being to work for the total abolition of all forms of corporal punishment.

## TEACHING STAFF

**In-Service Training.** Continuation and refresher courses were reintroduced after the war. State travelling scholarships for the study of modern languages have for the first time been awarded to elementary school teachers (25,000 crowns), and have been reintroduced as regards language masters in secondary schools (50,000 crowns).

The growing demand for teachers in elementary schools, which will culminate in the beginning of the fifties and which will rise to about 3,000 new teachers a year, has necessitated the setting up in 1947 of four new training colleges.

Provision has been made to enable more elementary school teachers to become competent to teach English. It is a lower competency as compared with what is required from ordinary language masters in secondary schools.

**New Salary Scales.** New salary scales were introduced as from July 1947. There used to be nine place-groups according to the varying cost of living, but these were then reduced to five, a measure which was carried out in such a way as to favour teachers and other employees in places where the cost of living was comparatively low; the previous differences in salary were held to be too great. The non-permanent teachers in particular were placed in a better position by the new scales.

**Teachers' Lodgings.** Elementary school teachers, as a rule, have official apartments, placed at their disposal by the communes in question; in all there are about 14,000 such apartments. All of these apartments, which form part of the teachers' salaries, were officially inspected and classified in 1947. The apartments approved were then grouped in three classes, A, B and C, according to their quality. New regulations were issued in 1947, according to which the floor-area of the apartments should be about 90 m<sup>2</sup> for permanent teachers—for other teachers 60 m<sup>2</sup>—and the apartments should have water laid on and be provided with sink-hole, electric light, central heating, bathroom and water-closet; a certain transition period was fixed. From July 1947 the school districts can obtain grants for the building of new apartments and for the improvement of old ones.

**Shortage of Teachers.** As has already been said, there is a serious shortage of teachers, especially in secondary schools and more particularly for mathematics and science. The Board of Education has just finished an inquiry into the question and has found that, if everything were to develop normally and no changes in organisation were to take place, there would be in 1953 a deficit of approximately

2,000 teachers. Different ways and means have been suggested by the Board of Education and are being considered to make teaching more attractive, e.g. earlier promotion to permanent or half-permanent posts and better payment for overtime work. Courses are to be held for elementary school teachers in physics and chemistry to enable them to take over some instruction in these subjects in the intermediate school. Probably, however, measures will have to be taken to diminish the demand for teachers. Thus, for instance, a reduction in the number of periods in the time-table of the secondary school is being considered. Such a reduction cannot, of course, be carried very far without detriment to the standard of attainments.

#### **Practical Training.**

To acquire competence for a permanent post as a teacher in a secondary school a university degree is required besides a year of practical training. That training is obtained at 11 of the state secondary schools. In most cases the teachers have served as such for some terms or some years before their training year. Thus they usually have no practical training during their first years of service.

To remedy this anomaly the organisations of young teachers in the university towns have arranged practical pedagogical courses with lectures on questions of methods, attendance at classes, and in some cases teaching practice. Since 1943 small state grants have been given to such courses. In 1947 the cost of a course of this kind was entirely defrayed by the state.

### **AUXILIARY AND OUT-OF-SCHOOL SERVICES**

#### **School Hygiene.**

Before 1944 school hygiene services in the elementary schools were entirely a communal concern, which was the cause of great differences between rich and poor communes. The state secondary schools have enjoyed a grant for this purpose since the end of the 19th century.

Since a Superintendent Medical Officer was appointed for the schools in 1944, a reorganisation of the health services has taken place as regards both secondary and elementary schools. At every school there is now not only a school medical officer but also a nurse, the latter for full-time or part-time service according to the number of pupils in the school.

The whole grant for the purpose now amounts to 1½ million crowns as against 100,000 crowns in 1943. In elementary and other communal schools half of the cost is defrayed by the state and half by the commune.

For the guidance of school physicians and teachers the Board of Education published in 1947 a handbook called *School Hygiene*

(650 pages), where questions concerning school hygiene are fully treated.

Refresher courses have been held by the Board of Education every year since 1945 for school-physicians, nurses and teachers.

#### **School Canteens.**

The state-aided school canteen service, which was started in 1946, is developing quickly in spite of great difficulties caused by the lack of premises, equipment, and personnel. During the past year such service has been offered in about 450 school districts with about 165,000 pupils in elementary schools (one third of all) as against about 350 and 130,000 respectively the year before. The costs are calculated for the year at over 10,000,000 crowns. Centralization often meets with less resistance on the part of the parents when school meals are offered at the central school.

A school meal usually consists of some cooked food, bread and butter, and milk.

#### **School Psychology or Guidance Services.**

These questions are being much discussed at present. A short course for teachers wanting to take up work as school psychologists was held for the first time in 1947, and a course of longer duration is being planned for next year, but the question of the regular training of school psychologists is not yet solved, nor are there so far any posts of that kind.

Vocational guidance services are developing more and more. So-called school curators are employed by a few schools, but there have been no state grants for the purpose so far. The curator system is found to be very serviceable.

#### **Adult Education.**

As was mentioned in last year's report, 1947 inaugurated a new era in adult education. New principles were laid down for the state grants to popular science lectures, courses and study circles, the state defraying 50% of the total cost.

A special body has been instituted for all forms of adult education, called the State Adult Education Committee. It has consultative functions and consists of representatives of popular education organisations and of the educational authorities.

The Board of Education has to sanction organisations that arrange study circles and to authorize superintending leaders of these. In 1947/48 the Board sanctioned 12 associations of that kind. They receive state grants for their costs of administration and organisation so as to be able to appoint instructors and advisers and give the leaders of study circles some training. About 14,000 study circles, or 60-70% of all, are now in receipt of state grants, amounting to upwards of one million crowns.

An English language film has been produced by *Filmo* (the film organisation of popular movements). It has been produced in Sweden with the cooperation of Englishmen.

An Adult Education Commission has just finished its inquiries, its last report containing suggestions about measures in the field of the theatre, and in music and art.

## HIGHER EDUCATION

### University

#### "Rearmament".

In earlier annual reports from Sweden no mention has been made of university education, the universities and similar institutions not falling under the Board of Education but under a special University Chancellor's Office which in its turn falls directly under the Ministry of Education. On this occasion it ought, however, to be mentioned that during the last three years there has taken place what has been called a university "rearmament". The reforms have been prepared by a special University Commission set down in 1945, by the Natural Science Research Commission and by the Organisation-Commission of the Medical Faculties.

### New Professorships.

The decisions of the Parliament of 1946 were directed in the first place towards strengthening research work and education in the field of mathematics and natural science. Nine new professorships and certain new demonstrator's offices were created at the universities of Upsala and Lund (among them professorships of music research, physical chemistry, bio-chemistry, geology, and roentgenology) and three new professorships in the so-called Caroline Medico-Surgical Institute in Stockholm (bacteriology, psychiatric jurisprudence and neuro-physiology).

The same Parliament decided, among other things, to take measures for the reorganisation of meteorological research and instruction, to increase considerably the number of assistants and the technical personnel in the mathematics and science faculties of Upsala and Lund, to increase the grants for materials, to create a Natural Science Research Council, to take measures to undertake research work in the field of aeromedicine and atomic energy, and to support financially the mathematical and science faculty of the private and communal University of Stockholm.

The "rearmament" decided by the Parliament of 1947 was chiefly directed towards strengthening the faculties of arts and medicine. Thus 16 new professorships were given to the University of Upsala, 14 to the university of Lund and 5 to the Caroline Medico-Surgical Institute in Stockholm. Among these professorships may be mentioned new professorships in English language and literature,

French language and literature, Scandinavian languages (especially the study of place names), phonetics, geography, literature, political economy, sociology, history of law, modern political and social history, pedagogics, philosophy of religion, church history, theoretical medicine, phthisiology, physiology, dermatology and venereology, orthopaedics, histology and virus research.

**Scholarships and Awards.** Many other university posts and a considerable number of new fellowships were created at the same time. Funds were voted to research work within the humanities and sociology, a Sociological Research Council was founded, scholarships were decided for university students who carried on studies for higher academic degrees or who were in need of financial support for the printing of inaugural dissertations, etc. New buildings were added to the universities and several buildings were enlarged or rebuilt. The grants to university libraries have been considerably increased.

The last parliament (1948) has continued to create new professorships, though on a smaller scale (6), all in medicine.

This year parliament has also decided in principle to give grants to the various faculties of the private universities in Stockholm and Gothenburg as from 1949, and to start a new medical faculty in Gothenburg.

The financial difficulties at the present moment have in many cases prevented the realization of desirable measures for the rearmament of the universities. The University Commission still has a great number of important problems under consideration.

## SWITZERLAND

EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*General Remarks. — Educational Administration and Organisation. — The Centenary of the Federal Constitution. — Vocational Education. — Secondary Education. — New School Laws. — Curricula and Methods. Educational Broadcasts. — Educational Films. — Syllabuses of Vocational Training. — Domestic Science. — Discipline. — Reform of Secondary Education. — Two Conceptions. — What is asked of the Secondary School. — Collaboration of Teachers. — A Few Experiments. — The Secondary School Reform Project in Geneva. — Higher Education. — New Institutions. — Wider Scope of University Life. — Teachers. — Salaries. — Teacher Training. — In-service Training. — Auxiliary and Extra-curricular Services. — Medico-pedagogical Services. — Children's Literature. — Educational Relations with Foreign Countries.*

## GENERAL REMARKS

It is no easy task to draft an account of educational developments in Switzerland during the past school year. In the Swiss Confederation the task of administering education in all its forms and in all possible situations is shared by the Board of the Federal Polytechnic School, the Federal Department of Public Economics (responsible for applying the federal law regarding vocational training), the Federal Commission for Matriculation Examinations and twenty-five Directors of Public Instruction, (one for each of the twenty-five small States), supported by a staff of inspectors, directors, administrative or consultative commissions. Educational developments do not radiate from the centre to the outskirts, but spring simultaneously from all parts at once. They originate from deputies' motions and proposals in cantonal parliaments, from school commissions and boards which are legion, from teachers' associations, school magazines, the press, suggestions of private individuals and directors' offices. Each labours as best he can, in his village, region or canton. It would be easy to go astray in this labyrinth and to be misled by the profusion of patterns, if one did not readily perceive that all the research and activities serve always to adapt teaching ever better to life's changing needs and if the Swiss school, whatever its appearance, were not always recognizable by the unity of its spirit.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Antoine BOREL, delegate of the Swiss Federal Government.



## EDUCATIONAL ADMINISTRATION AND ORGANISATION

**The Centenary of the Federal Constitution.**

The year 1948 is distinguished by the celebration of the Centenary of the Federal Constitution, which affects education particularly, not only because the event gives rise to school demonstrations but primarily because the Federal Constitution sanctions the fundamental principles of Swiss educational organisation, which can be stated as follows:

"The Cantons must provide primary instruction, adequate in scope and placed exclusively under civil control. It must be compulsory and, in state schools, free.

"State schools must be open to attendance by members of all religious faiths, without giving cause for suffering in connection with their freedom of conscience or of belief." (Art. 27.)

Further, in regard to the question of faith, Article 49 states:

"Freedom of conscience and of belief is inviolable.

"No one may be forced to belong to a religious association, to receive religious instruction, to accomplish a religious act, nor to incur any penalty whatsoever because of his religious views.

"Parents or guardians have the right, according to the aforementioned principles, to direct their children's religious education until they have reached the age of 16 years."

In connection with the Centenary of the Federal Constitution, the Swiss Educational Archives (*Archiv für das Schweizerische Unterrichtswesen*) devoted its 1947 volume to the publication of a particularly welcome study, on the organisation of public instruction in the Swiss cantons. This jubilee volume, published by the Swiss Conference of Heads of Departments of Public Instruction, with the Confederation's support, is dedicated to the Swiss Federal Council.

It is useful to mention this publication in the present report, for it will leave its mark. Anyone wishing to obtain authentic data concerning the organisation of Swiss schools will need to consult this work.

**Vocational Education.**

The changes brought about during 1947-1948 in the educational framework are characterized by the desire to place students in real life conditions. While the Federal Polytechnic School enters into agreements with various associations of craftsmen in order to complete their studies by a compulsory practical training, technical schools are changing, enlarging and perfecting their equipment. That is especially the case of the "technicums" of Fribourg and of La Chaux-de-Fonds, and of the Geneva School of Arts and Crafts. On the other hand, agricultural or semi-industrial regions (cantons of Uri, Appenzell—Outer Rhodes section—St. Gallen, Aargau, Zug and Bern) have revised their continuation education. Almost everywhere, compulsory domestic science is

included therein (Unterwalden, Glarus). Ticino has reopened its school of business administration. In Davos, the Canton of Grisons has opened a new secondary school intended chiefly for young people from the locality, but open likewise to Swiss and foreign pupils. This school, called *Schweizerische Alpine Mittelschule Davos*, is a foundation school and the Directors of Public Instruction of the Cantons of Zurich and Luzern are members of its board.

**Secondary Education.** The Cantonal Boys' Secondary School in Zurich has undergone reorganisation making of its former classical and scientific sections two distinct and complete schools with two pro-secondary classes, after which comes the division into humanities and science.

**New School Laws.** In the Cantons of Ticino, Valais, Luzern, Basle (town and canton), the planning or adoption of new school laws is resulting in the revision of the school system, or a consideration of such revision. The present report cannot consider in detail the innovations codified by this vast amount of legislation. However, mention should be made of the new law on primary and domestic education adopted by the Canton of Valais, on 22nd June, 1947. This provides for the institution of an Educational Bureau whose primary tasks are: "to inform teachers of new educational techniques, to study means of teaching in harmony with the evolution of methods, to prepare the documentation necessary to adapt teaching to this evolution, to collect publications useful in teaching, to advise teachers in their duties, to receive and study teachers' proposals and to aid them in practical preparation for their classes, to promote education by radio, records and pictures and to stimulate contact between primary and secondary education."

#### CURRICULA AND METHODS

**Educational Broadcasts.** Last year's report mentioned the decisions of the Swiss Conference of Heads of Departments of Public Instruction which were directed towards encouraging and facilitating the extension of educational broadcasts. This year the Conference—aided by the Central Commission of Educational Broadcasts and by the studios—has installed in the permanent Exhibition of Public Education belonging to the International Bureau of Education, at Geneva, a display of educational broadcasting designed to show how it operates.

**Educational Films.** The use of the film in teaching is the subject of the Special Commission's report and proposals which the Swiss Conference of Heads of Departments of Public Instruction will examine in its regular meeting of September 1948.

### Syllabuses of Vocational Training.

The changing needs of economic life, of labour and of production have their effect upon education. The Federal Office of Arts and Crafts and of Labour is continuing the publication of syllabuses for vocational training in the most varied activities. Industrial specialisation continues to demand the introduction of special training and diplomas in vocational schools. The labour shortage has likewise brought about the institution of courses or training planned to produce within the country itself the skilled workers who used to come periodically from foreign lands. It is for that reason that the Geneva School of Arts and Crafts has introduced instruction for the training of masons as from September 1948.

### Domestic Science.

Mention has already been made of the constant and general development of domestic science. According to the definition given during the meetings of the International Federation of Domestic Science Teachers, this subject is essentially "the care of persons and objects in the home—the care of persons, to awaken their conscience and teach them to think of others; the care of household objects, to give them a soul."

### Discipline.

In passing it may be stated that the regulations of the Geneva Boys' Secondary School have been modified and that, in order to contribute to the building of character, disciplinary rules now call upon pupil collaboration and co-operation.

## REFORM OF SECONDARY EDUCATION

### Two Conceptions.

In the present report it is fitting to mention the reform of secondary education. There is indeed a new trend of ideas and opinions directed towards the secondary school and in particular the *gymnasium*, sometimes referred to as the middle school. The new methods, which tend to show the superiority of character building over instruction and which take into account the pupil's emotional growth at least as much as his intellectual development, have found their way more deeply into primary than into secondary education. It must be admitted that the psychological bases of children's education are older and more tested than those of the education of adolescents. Midway between primary and higher education, the secondary school is conditioned both by the training of the pupils it receives and by demands of subsequent studies. Is not its mission completed when its pupils have earned the diplomas and matriculation certificates which it delivers? Were not most secondary teachers—often limited to their specialities—justified in believing that character building was not their business and that their task consisted primarily, if not solely, in teaching?

But new times have arrived. About and within us many things have changed, sometimes without our knowledge. Voices have arisen drawing attention to the danger of a cleavage between the views and methods of secondary education and the necessity of shaping the child who will be the man of to-morrow.

Deep anxiety is felt among certain people over the growing tendency to regard enjoyment of life as the only reason for being. Principles seem to have lost their meaning, and mankind to have sacrificed to the false gods of comfort, self-interest and egoism; independent thought can no longer stand up to the cinema and the radio with their prescribed standards of beauty, of music and of ideas, and individual values have been stifled by slogans and mass production. Materialism appears to be prevailing everywhere. A renaissance of values has become urgent and, though the necessity to instruct young men and women still remains, it is even more important to appeal to their emotional and spiritual life and to bring into action those moral forces inherent in individuals which will raise them above themselves. A well-known Swiss educator has remarked that a new type of man has appeared, "who is no longer the cultured, intellectual man who likes to read, but the active, resourceful, ready fellow who does not lose himself in abstractions. He is also the man who knows how to join his efforts to those of others and to work in the interests of all, as well as his own."

To-morrow we shall need an intellectual élite, a moral élite, a technical élite. We shall need social education. Already the British Ministry of Education has defined the question very well in the general introduction to its Handbook of Suggestions for Teachers. In France, the realisation of the cultural equality of all men appears to be one of the predominant considerations of educators.

What is asked of  
the Secondary School.

The problem is set. How can the secondary  
school in Switzerland contribute its share

towards the effort of adaptation and revival?

It is required to be accessible to all able pupils, to develop the sense of responsibility, to give less importance to knowledge, as such, and consequently to practise a less encyclopedic and less purely intellectual teaching. It is expected to choose and to distribute its subjects so that the curricula will not aim towards the universality of knowledge, to develop a spirit of co-operation and team-work, to take full account of the emotional growth and moral life of the pupils, and to develop a sense of responsibility and of collaboration.

This means a fundamental revision which arouses a host of questions. The problem has been the subject of discussions in many cantonal parliaments and noticeable results have already been obtained. Access to secondary education has been made easier in

several cantons, by making it free—especially in the junior sections—and even by making school supplies free to the pupils (Neuchâtel), or by considerably improving the system of scholarships. Elsewhere, in the Valais, for instance, the State has increased its subsidies in order to facilitate the task of the communes. In most cantons, measures have been adopted to better the conditions of the professional training of secondary school teachers.

#### **Collaboration of Teachers.**

But of what use would regulations be if the teachers themselves remained indifferent? It must be noted that they have been and remain among first artisans of the reform. Their contributions are many and successful.

They endeavour, individually, each within his speciality to set up the methods and procedures which will give an educational value to the dispensing of knowledge. One teacher applies them to biology, one to philosophy, one to chemistry, and so on. Moreover, insofar as they form various groups affiliated with the Swiss Association of Secondary School Teachers—according to the particular subject taught—it may be said that all Swiss secondary teachers collaborate in carrying out the reform, whether in regard to a type of teaching or of school, or in regard to questions interesting secondary education as a whole.

#### **A Few Experiments.**

For purposes of information, it should be mentioned that the last general meeting of the Association was called upon to examine the proposals prepared by a group of teachers and to determine whether the experiments enumerated below favour concentration and personal work and help to co-ordinate different subjects. These experiments, which are by no means the only solution, are given as follows:

1. School camps. A class leaves its usual school setting for two or three weeks. In new surroundings and working closely with their teacher, the pupils concentrate their efforts on one or two subjects.

2. Work weeks. An upper class leaves the usual school setting for a week. At Casoja's alpine home belonging to the Girls' Secondary School of Zurich, the pupils devote their time to concentrating on one main subject, and work in close co-operation with the two teachers accompanying them.

3. Weeks of concentration. In contrast to the school camp projects, the weeks of concentration are generally spent in the school building. They take place at least three times a year. Under the direction of two or more teacher specialists, the pupils devote a whole week's work to one subject. The morning is reserved for talks by the teachers and for the discussion which follows. In the afternoon the pupils assimilate what was presented in the morning

and go into it more deeply by themselves (studying, for example, a scientific work dealing with the topic treated). At the end of the week, the pupils are required to report on the result of their individual effort.

4. Suspension of home work. For four to six weeks, home work in general is suspended in favour of one or two subjects, which alone may demand outside preparation.

5. General lectures. Two or three lecturers (not necessarily connected with the school) present to the assembled senior-class pupils a subject which each treats from a different angle, thus focussing interest on a given point. The teachers of the various subjects in question must during class time pave the way and then help the pupils to assimilate the subject of the lectures. Such meetings last half a day or a whole day.

6. Free discussions between teachers and pupils. Teachers of various subjects meet together with their pupils and form a free working community. Discussions bear on a certain subject chosen to show clearly that different subjects and methods, however diverse they may be, can still have the same common goal, and that it is possible either to admit opposing viewpoints or to harmonize them. The study of a given text or an introductory statement serves as the basis for such discussions.

#### The Secondary Education Reform Project in Geneva

Initiated in 1928 and revived in 1946, a plan for the revision of the education law included, among other proposals, the creation in Geneva of a "Middle School". This was to integrate in a single organism three completely differentiated forms of education: the junior secondary school division (*pro-gymnase*), the modern secondary school and the upper classes of the primary school. Thus all pupils from 13 to 15 years of age were to be assembled in a vast "middle school", where through selection by teachers, vocational advisers and psychologists, the children would be sorted according to their aptitudes and allotted to specialized classes. A committee of the *Grand Conseil* examined the said plan, retained several parts of it and has already passed various laws to enforce them. The junior level of secondary education became free; an educational conference was instituted, and an important experiment in school guidance was set on foot. An outline of this experiment is given in the volume on school psychologists published by the International Bureau of Education.

#### HIGHER EDUCATION

##### New Institutions..

With regard to higher education, it is fitting to mention the establishment in Geneva of an Institute of Slavonic Studies, the creation of a chair of Russian language at the

University of Neuchâtel and the foundation, at the Saint-Gall Academy of Commercial Science, of a new research institute for arts and crafts (*Hochschulinstitut für Gewerbeforschung*).

**Wider Scope of  
University Life.**

The unusually large number of students remains a characteristic feature of our times. During the past year, contacts with foreign countries have increased and some of the institutions of higher education, particularly the University of Fribourg, have been the setting for scientific and artistic displays, thus showing that higher learning is part of the country's life and contributes to the prosperity of the nation.

### TEACHERS

**Salaries.**

During the year the authorities in general continued to study the status of teachers and proceeded to a re-adjustment of salaries.

**Teacher Training.**

As to teacher training, the laws or regulations governing pedagogical training are being revised in several cantons, especially in Basle and in Neuchâtel. Bern, which has incorporated Froebelian training in public schools, is adding to its school for teacher training a class for infant school teachers. It has also reorganised the training of domestic science teachers. The two years of normal school training will be preceded by two years of general preparation, including a year of house work apprenticeship in the country, a course in needlework given in a school of women's crafts recognized by the State, six months' stay in French Switzerland or, if preferred, experience in a large enterprise.

In the Canton of Vaud, the Conference of School Inspectors was asked to review the question of the professional training of teachers. The result of its inquiry is presented in a report the conclusions of which will be submitted to the competent authorities.

Mention should also be made of the experiment carried out for the last few years at the Fribourg Normal School, where pupils are trained in the use of freedom, working without supervision and themselves organising their leisure time.

In the Canton of Solothurn, the demonstration school attached to the normal school has been re-organised.

**In-service Training.**

Following one of the many methods used to perfect teacher training and to insure a close and continual contact between class room instruction and real life, teachers have been asked to undergo a period of training in schools of agriculture (Fribourg, Bernese Jura). This method of familiarizing the schoolmaster with the conditions of life of the rural population is to be duplicated in industrial regions by the organisation for teachers of training periods in technical schools.

Elsewhere, "educational weeks" have been instituted, as well as "open air camps" in the heart of the country, designed to acquaint teachers with the methods of teaching and training outside classroom walls.

## AUXILIARY AND EXTRA-CURRICULAR SERVICES

### Medico-pedagogical Services.

Among new developments mention should be made of the implementing of the medico-dental service in the Canton of Unterwald (Obwald) and the opening, at Neuchâtel, of a cantonal Office for Minors. In addition, in most cantons, medico-pedagogical services, child welfare activities and special education for delinquents have been extended and developed.

### Children's Literature.

With regard to extra-curricular activities interesting also popular education, the Swiss Conference of Heads of Departments of Public Instruction, which collaborates with the Swiss committee on children's literature, has decided to ask the cantons to grant a larger measure of support to the "serials service" (publication of worthwhile literature, as serials, in daily newspapers and periodicals) and to the "Bibliothèque pour tous" (Everyman's library).

Further, the Conference has been requested to prevent, if possible, the distribution and sale in Switzerland of certain imported children's papers, the poor standard of which, to say the least, cannot have escaped the notice of teachers.

### Educational Relations with Foreign Countries.

Fresh gatherings have been organised to bring together teachers and students separated by national boundaries. In collaboration with the *Don Suisse*, arrangements are being made for German teachers and "reformers" to spend some time in various parts of Switzerland. Foreign teachers have given numerous lectures in Switzerland, while Swiss teachers have gone to neighbouring countries and even to schools located overseas. Several teachers of English have spent varying periods in England.

Switzerland has been invited to take part in educational exhibitions as far away as Australia. The Department of Public Instruction in Geneva has been obliged to organise a special teachers' committee to deal with the increasing number of persons wishing to arrange pupil exchanges in all countries. Exchanges have taken place this year with Great Britain and with German Switzerland, while others are being organised with the United States of America.

A federal ordinance will henceforth regulate relations between Swiss schools in foreign countries and in the homeland.



## SYRIA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Generalities. — Secondary Education. — Education for Business and Industry. — Agricultural Training for Teachers. — Higher Education. — Adult Education. — School Administration. — Salaries.*

**Generalities.** The regional organisation of education has not greatly changed during the school year 1947-1948.

Before mentioning the few modifications introduced in the various grades of education, it should be recalled that after the primary school, education is divided into four categories: secondary education properly speaking, which allows pupils who have matriculated to go to the university, commercial education, technical and vocational education, and agricultural education. The length of studies is six years for secondary and for commercial education, four years for vocational education and two years for agricultural education. Moreover, there are primary normal schools for boys and girls preparing to teach, where training lasts for three years and in which pupils may be admitted after obtaining the continuation school certificate.

**Secondary Education.** In secondary education, the application of the existing regulations for the Syrian matriculation certificate was prolonged for another year, although certain steps towards the liquidation of these regulations had already been taken.

**Education for Business and Industry.** Commercial pupils have for the first time been able to obtain a commercial matriculation certificate. Vocational education has been organised on a new basis this year, to allow boys and girls to obtain the new vocational certificate after completing their studies. It is hoped to establish a matriculation certificate for vocational education (industrial) in the course of next year, obtainable two years after the former certificate.

<sup>1</sup> From the report sent by the Ministry of Education of Syria.

**Agricultural Training  
for Teachers.**

A vacation school in agricultural education was organised, with a view to preparing teachers to give elementary agricultural training in the villages. The Ministry intends to replace the village primary schools by rural schools.

**Higher Education.**

In the new Arts and Science Faculties for higher education, a new system of certificates is about to be introduced, which will probably become effective in the course of next year.

**Adult Education.**

Adult education remains a problem rather difficult to solve. Some town councils, however, have taken upon themselves the expenditure of such education.

**School Administration.**

School administration has undergone no change. It may be mentioned that the Education Office in the capital has recently been made responsible for the management of continuation and secondary schools in Damascus.

**Salaries.**

This year, teachers have been given a new status resulting in an increase in salary of about 40% on the previous scale. However no changes have been made in recruiting and training methods.

## TURKEY

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*General Remarks. — School Buildings. — Teachers' Salaries. — Civic Education. — Miscellaneous Endeavours.*

#### **General Remarks.**

The report to the IXth International Conference on Public Education discussed a reform dealing with the opening of a new type of normal school bearing the name of "village institute" and designed to prepare teachers for rural primary schools. Further, the curriculum of urban normal schools was completely transformed, as was reported to the Xth Conference. During the 1947-1948 school year, there have been no important structural or curriculum changes in Turkey. However, mention must be made of two changes occurring during that period—one concerning the construction of buildings designed for rural primary schools, and the other concerning teachers' salaries.

#### **School Buildings.**

When the village institutes were created, the Chamber, on the proposal of the Ministry of Education, promulgated a law concerning the construction of school buildings in the villages. By the terms of this law, each villager, regardless of sex, was required to help in the building of his village school. If he was not able to pay in cash the sum due from him, he had to replace it by the labour of his hands, helping in the construction according to his abilities.

Thus, in a relatively short period of time, 7,000 school buildings were constructed, in accordance with a single plan which, however, varied according to climatic conditions. In 1947-1948, since the Chamber had noted that the labour demanded by law could be accomplished only with great difficulty by village women already compelled to undertake tiring agricultural work, they were exempted from this compulsory service.

In compensation, the State is required to allot a certain amount of its general budget for the building of the school premises.

#### **Teachers' Salaries.**

The second important change, the payment of teachers' salaries out of the general budget, has been received with great joy by the teachers, who had been asking for it for years.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. O. HORASANLI, delegate of the Government of Turkey.

In Turkey, there are two sorts of budget, the general and the district budgets. Until the year 1948, teachers' salaries were paid out of the district budgets.

Certain districts with limited resources did not always succeed in paying their teachers regularly, either because of poor harvests or because they had had to meet unexpected and urgent expenses. By eliminating the differences which existed between the financial abilities of the various districts, the new law has equalized their efforts in regard to education.

#### Civic Education.

An Education Commission is at present studying a plan for reforming the primary schools with a view to preparing the young scholars for democratic life. The Turkish Republic has long had a democratic régime, but in the beginning it revealed authoritarian tendencies. Since the last war, due to the granting of full freedom to the press, and to the abolition of the privileges which the State had assumed in order to safeguard the progress realized by the social revolution, a complete democracy has been set up in Turkey.

This has aroused the need for giving school children an instruction and an education capable of arousing their interest in and devotion to the country's institutions, such as the administration, the elections, the municipality, etc., in fact, in everything connected with the social system. But, since this change is still in the formative state, details will be communicated to next year's Conference.

#### Miscellaneous Endeavours.

Despite the war years, Turkey has continued since 1939 to make serious efforts in the field of instruction and of education, and the heavy army expenses which still encumber the budget today have not prevented the Turkish State from paying a great deal of attention to public education. Thus, in 1947-1948, the number of scholarship students has grown, and the Ministry of Education is continuing its translation of classical works. During this year also, the construction of the grand opera house at Ankara was completed; the Ankara Polytechnic School building and the buildings of Istanbul Departments of Science and of Letters are nearing completion.

Turkey still hopes that normal conditions will return as soon as possible, so that education and instruction, essential means for insuring civilisation's stability and permanence, may develop to the greatest possible extent.

## UNION OF SOUTH AFRICA

### EDUCATIONAL DEVELOPMENTS IN 1947-1948<sup>1</sup>

*Higher Education. — Universities. — Special Schools. — Physically and Mentally Handicapped Children. — Problem Children. — Placement of Special School Pupils. — Adult Education. — Development of Adult Education. — Teaching Staff. — Teachers' Salaries. — Syllabuses. — Modification of Syllabuses. — Textbooks. — Compulsory Education. — Native Education. — New Salary Scales for Native Teachers. — Growth and Development in Native Education. — Buildings.*

#### HIGHER EDUCATION

**Universities.** Hitherto there have been five independent Universities in South Africa: Cape Town, Stellenbosch, Witwatersrand, Pretoria, The University of South Africa. Act No. 4 of 1948 provides for the incorporation of a sixth university, viz. the University of Natal. The University of Natal was a constituent college of the University of South Africa, and is situated in Durban and Pietermaritzburg.

The University of South Africa now consists of the following university colleges: Huguenot, at Wellington, Rhodes, at Grahamstown, University College of the Orange Free State at Bloemfontein, Potchefstroom at Potchefstroom. It recently added a Division of External Studies and conducts external examinations for all private students as well as for the South Africa Native College at Fort Hare.

#### SPECIAL SCHOOLS

**Physically and Mentally Handicapped Children.** The education and training of physically and mentally handicapped children is divided between the Union Education Department and the four Provincial Education Departments. Hitherto the Union Education Department has not conducted any special schools, but has subsidised voluntary organisations which have conducted special schools mainly concerned with blind, deaf and epileptic children. The four Provincial Education Departments have been responsible for the education of other types of physically and mentally handicapped children, e. g. cripples, partially sighted, speech defectives, etc.,

<sup>1</sup> From the report sent by the National Bureau for Educational and Social Research, of the Union of South Africa.

each Provincial Administration providing for these children as it deemed expedient.

For some considerable time the need for special State provision was felt, and this resulted in the appointment of an Inter-Departmental Committee on Deviate Children, whose report, issued in 1946, was implemented by The Special Schools Act of 1948.

This Act introduces no radical changes, but it clarifies and consolidates the whole position as well as providing for the establishment and maintenance of special schools by the State. The Act defines a "handicapped child" as "a child who, in the opinion of a head of a department, is capable of deriving appreciable benefit from a suitable course of instruction, but deviates to such an extent from the majority of children in body and mind or behaviour, that (a) he cannot derive sufficient benefit from instruction normally received in the ordinary course of education or (b) he requires special education in order to facilitate his adaptation to the community, or (c) he should not attend an ordinary school because such attendance may be harmful to himself or to other pupils in the class".

The following are the main provisions of the Special Schools Act of 1948:

(1) The establishment and maintenance, by the Minister of Union Education, of special schools for deaf, blind and epileptic children, and also for the approval and subsidisation of private special schools concerned with the education and training of these three classes of children.

(2) The establishment and maintenance, by the Administrators of the four provincial Administrations, of special schools and homes for handicapped children other than those mentioned in (1) above, and also for the establishment and subsidisation by the respective Administrators of similar private special schools.

Other major provisions of the Act are:

(3) Provision for the conducting of medical and mental examination by competent officers of children suspected of being handicapped.

(4) The establishment or inauguration of clinics and clinical services for examination and treatment of handicapped children.

(5) Establishment of advisory committees in respect of all special schools.

(6) The appointment of a standing Committee to advise on the treatment of handicapped children.

#### **Problem Children.**

As schools are not equipped to undertake full investigations into the circumstances of maladjusted children, or to apply treatment outside the school, a special arrangement exists whereby problem children can be referred to a social welfare

officer for action under the Children's Act of 1937, which is administered by the Department of Social Welfare.

The Special Schools Act recognises the necessity that special efforts should be made by ordinary education authorities to deal with uncontrollable and maladjusted children, instead of referring them to the authorities administering the Children's Act. It, therefore, provides that the head of an Education Department may, provided that such a child is not already dealt with under the Children's Act, (a) place such child under the supervision of a competent officer or of some other suitable person, or (b) send such child to a home or an ordinary school hostel.

It is also further provided that, in the case of a child attending school, other than a special school, the parent shall have the right to appeal against such an order.

#### **Placement of Special School Pupils.**

The placement of special school children has not hitherto been fully satisfactory, but as a result of the report of the Inter-Departmental Committee on Deviate Children, the Department of Labour has created a special division for the placement of disabled persons, which will include children leaving special schools.

### **ADULT EDUCATION**

#### **Development of Adult Education.**

When the report of the Committee of Enquiry into Adult Education, which was appointed by the Minister of Education in 1943, was released early in 1946, great interest was aroused in adult education throughout the country. A section of adult education was established in the Union Education Department and serious attempts are being made to organise an effective national scheme.

As adult education is a fairly new branch of the educational system it was decided to appoint a small advisory council, the National Council for Adult Education, under the chairmanship of the Secretary for Education, in January, 1947, to serve as a link between the Union Education Department and the public, and to advise the Department on matters pertaining to adult education, such as the co-ordination of the work of bodies active in adult education, the stimulation of public interest, financial aid to approved bodies, and the initiation of projects which are either too expensive or too extensive for private bodies to undertake. As the work of the council became established it became necessary to employ full-time personnel to organise this section of adult education effectively. The first organiser was appointed in August, 1947, and the work has increased so rapidly that today there are seven organisers actively engaged on the organisation of adult education throughout the Union. Provision of £45,000 has been made in the Estimates

for the financial year ending 31st March, 1949, for the subsidisation of organisations concerned with adult education. In 1947/48 the amount for this purpose was only £6,665.

It may be noted that facilities for adult education are extended to all races.

### TEACHING STAFF

#### Teachers' Salaries.

Hitherto the four provincial education departments, which control primary and secondary education, and the Union Education Department, which controls all other types of education, have had different scales of salaries for teachers doing the same type of work. This has led to dissatisfaction among the teachers and to a considerable amount of interdepartmental migration. At the end of 1946 an interdepartmental committee was appointed to draw up uniform scales of pay. These were introduced in 1947, and although complete uniformity has not yet been reached, a substantial measure of equivalence has been achieved. The new scales are an improvement on those they superceded.

### SYLLABUSES

**Modification of Syllabuses.** In the Free State a commission appointed in 1945 to enquire into a wide variety of educational problems is also considering the syllabuses of primary and secondary schools. It has not yet completed its report.

A new arithmetic syllabus for primary schools in the Cape was introduced in the lower classes in 1948. It aims at making the subject more realistic and practical. The new syllabus is also more definite in recommending methods.

A new primary school course for Cape Native schools was issued in 1947.

The new syllabuses for the Transvaal Coloured and Indian Teacher's Examinations were issued in 1947.

#### Textbooks.

A new handbook for the secondary school courses in the Cape was introduced in 1948.

The Transvaal issued a handbook of English speech exercises for Afrikaans medium schools in 1947. A new handbook for the Transvaal Junior Certificate Examination was published in 1947. A feature of the system is the exemption of the students of approved schools from the written examination set by the Department in subjects other than the two official languages. In 1948, the Department published a catalogue of books for use in primary schools as well as "Suggested Syllabuses for Grades—Standard VIII".

The Union Education Department issued a new handbook of "National Courses of Study, Syllabuses and Examinations" in 1947.



**Compulsory Education.**

The Free State issued in 1945 an ordinance (No. 12 of 1945) which introduced a new principle in South Africa. Compulsory education is enforced for all European children of the ages 7 to 16 (or 15 in Natal), children passing Std. VI being exempted irrespective of age except in the Transvaal and Free State which have raised the scholastic limit to Std. VIII. In the Transvaal, children of 15 years are exempted only if they have passed Std. VIII. The Free State ordinance referred to above has abolished the scholastic exemption after 1947 and in future children will have to remain at school up to the age of 16 irrespective of the standard they have passed.<sup>1</sup> Educationalists claim that under the new system bright pupils will be enabled to complete, or nearly complete, their secondary education under the provisions of free and compulsory education.

### NATIVE EDUCATION

**New Salary Scales for Native Teachers.**

New salary scales for Native teachers were approved by the Minister of Education and introduced in January, 1947. The actual gain to the teaching staff of the introduction of new scales depends upon a number of factors and the degree to which they are recognised, e. g. their qualifications, the number of posts of different grades available, their years of experience, the number and type of the schools, etc.

The new monthly salaries include Cost of Living Allowance and represent an increase of between 25 and 38 per cent.

In introducing the 1947 scales cognisance was taken of the economic and social needs of the teacher and it was endeavoured to draw up a scale of pay which would enable the teacher to function as an effective educator.

**Growth and Development in Native Education.**

The year 1947-1948 saw considerable development in Native education. The number of Native pupils enrolled continued to rise sharply. For the period 1921 to 1945 the rate of increase was 4.8 per cent per annum compound interest, for 1946 it was 5.7 per cent and for 1947 it reached 7.6 per cent. with an enrolment of nearly 690,000 pupils. The number of schools increased by 203 from 4657 to 4860 but the number of teachers, 14,916, showed an increase of only 381 (or 2.6 per cent) on the 1946 figure of 14,535. The output of qualified Native teachers will have to be increased considerably in order to keep pace with this rapid expansion. It is hoped that the new salary scales will attract more and better recruits to the profession.

<sup>1</sup> The Director of Education has power to exempt under certain circumstances.

**Buildings.**

Owing to the manner in which Native education developed missions have been largely responsible for the provision of school buildings. This task has now grown to such proportions that they are no longer able to cope with it. As Native education has developed it has become increasingly evident that the State must take an increasing share of the burden of providing buildings. One way in which such aid has been forthcoming has been the development of State schools.

Natal has built up a system of State schools for which the State provides buildings. The Transvaal, which until 1945 had only one State school, has established a State industrial training school at Middelburg and a vocational school at Vlakfontein (Pretoria). It has also established a normal college for the training of post-matriculation teachers. The State has undertaken to provide State schools in growing numbers.

Lack of accommodation provides a serious handicap to expansion. It has therefore become necessary to set up a system of loans and rent grants to assist missions, municipalities and other recognised bodies to build and maintain schools.

## UNITED KINGDOM (England and Wales)

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*School Administration and Organisation. — The School Leaving Age. — Development Plans for Primary and Secondary Education. — Further Education. — Curricula and Methods. — General Trends. — Visual Education. — Secondary School Examinations. — Educational Research. — Teachers. — Training and Supply. — Salaries. — Auxiliary and Out-of-School Activities. — Health of School Children. — School Meals. — Education and Welfare of Handicapped Children. — Youth Movements. — The Building Programme. — Ministry Estimates.*

#### SCHOOL ADMINISTRATION AND ORGANISATION

**The School Leaving Age.** The major reform introduced during the year in the structure of English education was the raising of the school leaving age to 15 on 1st April, 1947. Compulsory attendance at school in England and Wales now extends from the age of 5 to the age of 15 years.

For about half a century school attendance has, in general, been required until 14. During the earlier years of this century the exemption of the older children was frequent, but the Act of 1918 finally put an end to exemptions and made 14 the general and effective leaving age. Attempts to raise the age to 15 were made in 1929 and in 1930 but these attempts were defeated, first, by difficulties arising from the financing of voluntary schools which were unable to meet the requirements of a lengthened school life, and subsequently by the general financial crisis which supervened in 1931. In 1936 an Act was passed raising the age to 15 on 1st September, 1939, but its operation was postponed on the outbreak of war.

The raising of the age to 15 is one of the first-fruits of the Education Act of 1944. Its benefits will naturally not be apparent all at once and to some pupils in the schools the "extra year" will bring little that is actually new. But that is no valid ground for criticism. Apart from the fact that most of the children immediately

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. W.R. RICHARDSON, delegate of the United Kingdom.

affected have had their schooling seriously interrupted by the war, it is a mistake to suppose that, to be of value, the "extra year" must include something novel. There are aspects of subjects, such, amongst others, as history and geography and what is sometimes called "citizenship", which can be taught to fourteen-year-olds but cannot be taught to younger children because of their immaturity. The main value, however, of the lengthened school course lies in the fact that the schools will now be able to do more effectively in four years what they had previously to compress into three. Even more important, it gives the schools a better chance of exercising a permanent influence for good on those who pass through them. As the Hadow report says, "in education, as in industry, there is a law of increasing as well as of diminishing returns. Too often it is the sad experience of the teacher to lose his pupils at the very moment when his earlier efforts are about to bear fruit, and when powers which have seemed for long to lie dormant are on the eve of bursting into life. The addition even of a few months to the present school life may not seldom enable him to kindle into flame the spark which but for them would have been extinguished."

The raising of the leaving age will have added about 400,000 children to the school population by the beginning of next term. Accommodation for the extra age group is being provided partly in existing buildings, partly by an emergency building programme of about 6,000 prefabricated classrooms and practical rooms, and partly by permanent building.

#### **Development Plans for Primary and Secondary Education.**

Under the Education Act 1944 every local education authority was required to submit to the Minister by the 1st April, 1946, or by such later date as the Minister might in any particular case allow, a development plan showing the action which the authority proposed to take for securing sufficient primary and secondary schools for their area, and the successive measures by which it was proposed to accomplish that purpose.

The preparation of these plans, which had necessarily to make provision for dealing not only with the damage and destruction caused by bombing, dilapidations due to war use, and the arrears of normal repairs which accumulated during the war, but also for the long term programme for the building up of a much improved system of education, involved all local education authorities in a comprehensive review of the needs of their area. Smaller classes, more spacious and attractive premises for all types of schools, suitable provision for children under the age of 5, and a general reorganisation of the facilities for older children, with a view to providing genuine secondary education for all over the age of 11, were among the major considerations to which local education authorities needed to direct their attention.

The provision of secondary education for all children over 11 called for an entirely new conception of secondary education. A full discussion of the purpose and methods of the new secondary education has been issued for the guidance of local education authorities and teachers. The Minister is above all anxious to see a variety of approach to the new problem of secondary education for all, and in scrutinising the development plans his sole concern is to ensure that these plans are consistent with sound educational principles and practice and that the best existing standards are maintained and raised.

The large task of dealing with some 140 development plans is already somewhat more than half completed. The Ministry hope that it will have been completed by the end of 1948.

#### **Further Education.**

Under the 1944 Act, local education authorities were directed to prepare and submit to the Minister by 31st March, 1948, schemes of Further Education for their areas. The purpose of the schemes is to show the provision which authorities propose to make in order to meet the educational needs of the post-school population. When the schemes have been approved it will become the duty of the authorities to give effect to them. A pamphlet on Further Education has been issued to provide local education authorities with a suitable background of information on the provision of Further Education, to guide them in surveying the educational needs of the area, and to advise on the means of meeting these needs. A framework has also been provided to indicate the lines on which the schemes should be prepared. The framework includes such items as methods of co-operation with neighbouring authorities, universities and industry, research work in colleges, methods of government of major colleges, as well as particulars concerned with the provision of courses over the various parts of the further education field. The schemes prepared by local education authorities will be comprehensive and will include, for instance, full-time vocational courses for persons wishing to take up employment or to advance in their profession, part-time courses both day and evening for those already employed, courses of all kinds to meet leisure needs, and the plans of the authorities for the provision in due course of County Colleges.

The authorities' schemes of Further Education are now coming in. Meanwhile steps have been taken to facilitate the satisfactory planning of Further Education by the establishment of ten regional advisory councils and regional academic boards for the whole country. The regional councils will deal with Further Education generally, while the boards will concentrate on the needs of advanced technology. The purpose of these councils and boards will be, first, to ensure active co-operation among the local education authorities of a region and the local universities, both in ascertaining the needs of industrial

personnel and in co-ordinating the provision made for them and, secondly, to establish a permanent link between educational and industrial interests so that the provision will keep closely in step with industrial requirements. The apex of the whole system will be the recently established National Advisory Council on Education for Industry and Commerce. These measures reflect the recognition in Britain of the part which technical education has to play in our national programme of economic recovery. A brief reference should be made here to the establishment of National Colleges financed 100% by the State, to provide advanced training for certain industries which are specially important to the national economy. Six of these colleges have been established—for Aeronautics, Horology, Foundry Work, Heating and Ventilation, Rubber and Wool.

### CURRICULA AND METHODS

**General Trends.** There is little to add to last year's account of general trends. The struggle continues between a shortage of space, teachers and equipment, on the one hand, and, on the other, the development of teaching methods based on the active interests of the children. Stress continues to be laid more than formerly, on music, art and handicraft. During the last year a National Youth Orchestra has been formed. This consists of 100 performers who practise together for one week during each school holiday and give a public performance of symphony music at the end of the week. Stress is also laid, in all types of schools on studies and activities related to life in the community. These include not only "citizenship" but also housecraft and home management, hygiene, domestic and industrial design, and town and country planning.

In technical education some positive advances can be recorded during the last year. Several new National Certificate Courses have been instituted to encourage standards of proficiency in the various technological crafts. There are now Certificates in Physics and Metallurgy in addition to those mentioned last year (Building, Motor Engineering, Watch and Clock-making and the Blacksmith's trades). New classes have also been started for serving soldiers by special arrangement with the Army authorities. The number of students attending these classes and courses for day-time study (released from work on full pay by their employers) is likely to reach 200,000 this year.

The number of full-time art-students has nearly doubled during the year and now stands at 3,000. The Royal College of Art has been reorganised during the year under a new Director to meet the new demands of industrial and commercial design as well as continuing its original purpose of training painters and sculptors.

**Visual Education.**

Much progress has been made during the year towards the development of facilities for visual education. Already before the war the importance of visual methods in education was widely recognised, most attention, perhaps, being given to the ciné film as a living contemporary force that could be drawn into the service of education. The impulses behind this movement for visual education come from two very different quarters. One was an urge to make use of the techniques of a technical age the better to instruct its children in the necessary knowledge and skills. The other grew from a desire to make our ordinary education less academic, less a matter of book-learning, and instead to give more attention to the training of the senses, including the visual sense.

It was against this background that the Ministry developed its policy for the encouragement of visual methods in education. An important practical advance was made when, in 1943, the Ministry took the almost revolutionary decision itself to sponsor the production of a number of experimental films, a decision made possible by the war-time organisation of the Ministry of Information. At first only films were commissioned, but in time it was possible to carry into effect a fuller policy under which films were not produced in isolation, but with their content supported and extended by other illustrative material such as mounted photographs and drawings, film strips, models and so forth. Several of these "visual units" as they are called are now being put to experimental use in different parts of the country and reports on their use will eventually be published.

The Ministry's own production programme however was only a beginning. It was always felt that closer collaboration both with teachers and with film producers was essential. The result has been the setting up of two committees. The National Committee for Visual Aids in Education represents the organisations of teachers and of local education authorities, with assessors from the Ministry, and in addition to considering the equipment of schools, special training for teachers, the establishment of local film libraries, and allied matters, is responsible for formulating a production programme. The second, the Committee for the Preparation and Production of Visual Aids, appointed directly by the Ministry and including representatives of producing interests, the Central Office of Information and H. M. Stationery Office, as well as members of the National Committee, has as its function responsibility for the execution of the programme put forward by the National Committee. Both committees have met regularly during the year.

The National Committee has prepared an interim programme of visual aids, consisting of about 100 topics. This programme was presented to the Production Committee in June, 1947, and about 50 topics are now in production. Both committees have been concerned with the adequate distribution of films and other visual aids to schools, and the Ministry has agreed to assist by establishing

a new organisation to be known as the Educational Foundation for Visual Aids for this purpose. The Foundation will be financed in the first instance by a substantial loan from funds repayable from income derived from sales. The committees have also taken steps to ensure that an adequate supply of apparatus will be available and a report has been issued by the National Committee listing the types of apparatus suitable for use in schools. The need for research in visual education was appreciated at an early stage, and the newly established National Foundation for Educational Research has agreed to include visual education among the first subjects of its inquiries.

#### Secondary School Examinations.

The present system of secondary school examinations was introduced in 1917

and has continued substantially unchanged to the present time. In the intervening thirty years, however, the scope and influence of the examinations have been widely extended. In particular, the growing importance of the examinations as a vehicle for the award of university scholarships and exemptions has introduced a factor of which the effects could not have been wholly foreseen. These developments, combined with advancing ideas about the place of external examinations in the school curriculum, made it important that the whole question should be examined anew.

The Secondary School Examinations Council presented a report to the Minister in August 1947. The Council's findings, were unanimous and have met with a wide measure of approval. Briefly, the Council proposed that :

a) every pupil on leaving a secondary school should be provided with a comprehensive school report containing the fullest possible positive information about him and his abilities and potentialities ; b) objective tests of various kinds should be set periodically within the secondary school and the results recorded in school records and used to assist in guiding pupils towards suitable courses of study or types of employment ; c) individual secondary schools carry out systematic internal examinations based on and designed to suit the particular courses and the pupils following them. The Ministry and local education authorities should promote and encourage experiments in the conduct and assessment of internal examination ; d) an examination at " ordinary ", " advanced " and " scholarship " levels should be available each year to candidates who are at least sixteen on 1st September. The minimum age should be raised, and the standard required at the " ordinary " level should be appropriately adjusted, when circumstances permit ; e) all subjects at all these levels should be purely optional ; f) a " General Certificate of Education " should be awarded showing the subjects (and the level—" ordinary " or " advanced "—in each subject) in which the candidate has satisfied the examiners.



In a Circular issued in April the Minister announced that the accepted in principle, and proposed to bring into effect, the main recommendations of the Council affecting external examinations. He proposes that the existing examinations shall be discontinued, and the new arrangements shall be instituted in 1951. The general effect of these proposals will be to make the whole system of examination much more flexible and to give the schools greater freedom to devise courses to suit individual pupils.

#### **Educational Research.**

During the year the National Foundation for Educational Research has undertaken three projects at the request of the Ministry—the selection of children for secondary education, visual education and rewards and punishments. Other inquiries on hand at present include an investigation of an intelligence test for blind children and an inquiry into the problem of rural education.

### TEACHERS

#### **Training and Supply.**

By the end of 1947, the Emergency Teacher Training Scheme was in full operation with a total capacity of over 13,000 students in 55 colleges. Work on this scheme, which provides intensive one-year courses for candidates who had been engaged in some form of national service during the war, was begun early in 1944. The quality of the candidates has been excellent, and by the time it is complete, the scheme will have produced far more teachers than the 13,000 required for raising the leaving age and will thus have made a very substantial contribution towards making good the general shortage of teachers which faced the country at the end of the war and towards meeting other needs, in particular, the need to reduce the size of classes.

Side by side with the emergency scheme have gone developments in the permanent training provision in particular, on the one hand, the establishment of area training organisations on the lines recommended by the McNair Committee, involving closer co-operation between universities and training colleges, and, on the other hand, the expansion of training accommodation in new colleges and university training departments. The grant system for training colleges and students has also been recast and greatly improved. The problems of teacher supply over the next few years are difficult and complex, mainly owing to the large increase in the number of children who will enter the schools from 1949 onwards, and to the fact that only a small proportion of candidates coming forward for emergency training were women. The Ministry are opening a campaign to secure more women for the Emergency Training Scheme, and more permanent training colleges for women are to be opened.

**Salaries.**

During the year, the Committees of teachers and employers whose function is to recommend salary scales for teachers met to consider new scales to come into operation after the 31st March, 1948, the date on which the scales which came into force on the 1st April, 1945, expired. Their recommendations, involving certain important modifications of the existing scales, were submitted before the end of the year and subsequently approved. The basic scales for qualified Assistant Teachers are £300 for men and £270 for women, rising by annual increments to £555 and £444 respectively. Additions to these scales are allowed for training, for university degree, and for posts of special responsibility.

**AUXILIARY AND OUT-OF-SCHOOL SERVICES**

**Health of School Children.** The establishment of the National Service in July 1948 will involve certain readjustments between the newly established service and the School Medical Service, but will not affect the duty of the local education authorities, under the Education Act of 1944, to see that each child receives, free of cost to his parents, any treatment which he needs.

The latest statistics available show that the volume of inspection and treatment, especially dental inspection and treatment has recovered from the decline due to war-time conditions.

**Schools Meals.**

The expansion during the war years in the provision of school meals has continued during the year. Over 52% of the school population, that is over 2½ million pupils are now receiving school meals. In 1945 the figure was 1½ million. The charge for school dinners must not exceed the cost of the food and is usually 5d. About one-eighth of the children receiving meals are exempt, on hardship grounds, from payment. The Government are pledged to make it possible for every child who wants dinner at school to have it as soon as may be. The total number of canteens now exceeds 20,000, serving 25,000 schools or departments. Milk is provided free to school children and about 88% of all children attending school receive it.

**Education and Welfare of Handicapped Children.**

There were in January 1947, 537 special schools attended by upwards of 40,000 children. The three largest categories of special schools are those for physically handicapped, educationally sub-normal, and delicate children. Much remains to be done before provision for all categories of handicapped children is complete, and during the year the Ministry, in conference with the local education authorities have continued their efforts to secure the planning of more adequate services on a regional basis.

**Youth Movements.** The only development which need be recorded is the publication of a recent pamphlet on "Organised Camping", prepared by a Committee set up by the Minister to advise him on the technique and organisation of Camping.

**The Building Programme.** Mention should be made here of the extensive programme of educational building which during 1947 totalled £32 million. This is equivalent to the highest yearly rate achieved between the wars, notwithstanding the many other calls on labour and materials.

**Ministry Estimates.** The Estimates of the Ministry for the current financial year amount to £162 million and show a substantial increase over the Estimates for any previous year. This large increase reflects progress with the carrying out of the Education Act of 1944 during a period of substantially increased costs of goods and services. At a time when Britain is facing great economic difficulties these Estimates—to which of course all the expenditure from sources other than the Exchequer must be added—have escaped serious criticism.

## UNITED KINGDOM (Scotland)

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Raising of the School Leaving Age. — Nursery Schools. — Primary and Secondary Education. — Further Education. — School Meals Service. — Supply of Teachers.*

#### Raising of the School Leaving Age.

The outstanding event in Scottish education was the raising of the school leaving age to 15 years on 1st April, 1947. It created the urgent need to provide additional places, and for this purpose a scheme for the provision of huttied accommodation was brought into being. Fortunately the full effects of the raising of the age on accommodation will not be felt until September, 1948. It is as yet too early to speak of its educational effects.

#### Nursery Schools.

Owing to restrictions on building projects there has not been the development of nursery schools that would have been expected under more normal conditions. Nevertheless, mostly by the utilisation of existing accommodation, the provision showed a welcome increase during the year; compared with the previous year, enrolment increased by almost 25%.

#### Primary and Secondary Education.

Every pupil now receiving primary or secondary education experienced the psychological effects of the war. All but those in the lowest primary age range were then at school; very many suffered in greater or lesser degree from the difficult conditions under which their education was then carried on. In spite of these difficulties, great efforts were made to maintain ordinary standards in at least the basic subjects. It is now clear that this aim was not fully achieved, particularly in the case of children of less than average ability. When due weight is given to all the circumstances, however, the general level of attainment in both primary and secondary departments is regarded as satisfactory.

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. D.D. ANDERSON, delegate of the United Kingdom.

Recovery would have been easier and quicker but for impediments outside the sphere of education authorities, and among them were shortage of books (a serious handicap), scarcity and poor quality of paper (and of materials for hand-work), shortage of teachers. Because of shortage of teachers, classes in some schools were undesirably large with the inevitable consequence that individual children could not receive the attention that they needed. For the same reason, tutorial or adjustment classes to assist children who needed that attention had to be discontinued or reduced in number at the very time when they were specially necessary. Partly as a result of these conditions, the number of children who were not as far advanced in attainment as their ages would warrant was considerable.

In secondary courses the work proceeded with reasonable success, but in not a few cases, changes of teachers, often due to the return of teachers from national service, or shortage of teachers temporarily retarded progress. In mathematics and science particularly, schools were not able to fill vacancies satisfactorily. In full secondary courses there was evidence that the standard of attainment was slowly rising and was approaching pre-war standard at the most advanced stages.

**Further Education.** Scottish industry as a whole has evinced an increased interest in encouraging not only the technical training but also the all-round development of its young workers, and throughout the country there has been a general desire for facilities for the more informal and recreative types of education. Were it not for the difficulties attached to the provision of buildings and of suitable staff, the developments in this field would have been much greater.

**Schools Meals Service.** The development of the service for the provision of mid-day meals to school children continued throughout the year, but the difficulty of building and equipping kitchens and dining-rooms made it impossible to achieve the expansion aimed at. Shortages of labour and materials and the competing demands of urgent services of various kinds for the available supplies were limiting factors. Despite these difficulties, progress continued to be made in the provision of kitchen facilities, and by the end of the year the number was brought up to a total sufficient to supply meals to 39% of the children at school.

**Supply of Teachers.** The efforts to make good the serious shortage of teachers caused by the war and of supplying the additional teachers required for the raising of the school leaving age have been successful to the extent of securing a sufficient number of recruits, except in regard to specialist teachers for secondary school subjects and women teachers of physical education. In a reasonable time, therefore, staffing deficiencies will be overcome.

## UNITED STATES

EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Introduction. — Public Opinion and Education. — New Resources and New Needs. — School Administration and Organization. — Nursery Schools and Kindergartens. — Trends in High School Organization. — The Growth of the Community College. — Commission on Higher Education. — Reorganization of School Administration Units. — Trends in Adult Education. — Trends in School Administration. — Curricula and Methods. — Evaluation of Secondary School Output. — Zeal for Democracy. — Making Pupils World-Minded. — Life Adjustment Education. — Curriculum Changes at the Elementary Level. — Teaching Staff. — Improvement of Status. — Auxiliary and Out-Of-School Services. — Health Education and Services. — School Meals and Recreation. — Guidance and Psychological Services. — Education of Exceptional Children. — Exchange of Students and Teachers.*

## INTRODUCTION

Public Opinion  
and Education.

The 1947-48 school year witnessed a further strengthening of the American educational system. The information program on the need for school improvement gained momentum. Stirred by the program, public interest in the schools rose to an unprecedented level.

The facts about school conditions demanded attention and action. The nation faced a shortage of well-qualified teachers. School buildings, on which only the most essential repair work had been done during the war and immediate postwar years, had deteriorated to an alarming extent. In many parts of the country there was a shortage of up-to-date textbooks and equipment.

The information program which had been initiated by the U.S. Office of Education and the Citizens Federal Committee on Education helped to call public attention to such facts as these. Through the cooperation of the Advertising Council, an organization representing all phases of the advertising business, messages on the need for school improvement were broadcast on almost a thousand network radio programs, and hundreds of advertisements were run. Magazines and newspapers also published numerous articles and editorials on the school situation. The National Education Asso-

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Mr. Galen JONES, delegate of the United States Government.

ciation, a non-Government organization representing the country's teachers and school administrators, continued its efforts to arouse the public.

In many States and communities public concern about education led to the organization of Citizens Committees to survey school conditions and speed improvement. Business groups, notably the Chamber of Commerce of the United States, and labor and farm organizations also stepped up their activities in behalf of better schools.

#### **New Resources and New Needs.**

Increased public concern was reflected in more generous support of education. More than three-fourths of the States substantially increased their appropriations for education. In addition, many States made significant improvement in their procedures for allotting State money to schools. At least thirteen States raised the limits previously imposed on local taxation for schools or authorized new local taxes.

Increased expenditures for education permitted higher salaries for teachers and liberalized retirement allowances. The morale of teachers improved and fewer people left the field. Enrollment in teacher education institutions rose somewhat. As funds and materials became available, a start was made on the immense task of rehabilitating the American educational plant.

Despite these significant improvements, American educators saw no justification for complacency at the year-end. While America's schools escaped the physical ravages of war, they suffered a considerable degree of deterioration during the war period—a setback from which they have by no means completely recovered. The gains made this past year, furthermore, are not firmly secured. Because of the high birth rate of the war and postwar period, it is estimated that enrollment in the nation's elementary and secondary schools will swell by five million over the next several years. The number of students in colleges is also likely to increase. Formidable problems are involved in readying the nation's already strained educational facilities for this prospective surge in enrollment. Some eleven billion dollars must be spent, according to a U.S. Office of Education estimate, to modernize and expand the educational plant. Teachers' working and living conditions must be further improved to the point where hundreds of thousands of able young people will be attracted to the teaching field.

### **SCHOOL ADMINISTRATION AND ORGANIZATION**

#### **Nursery Schools and Kindergartens.**

A number of factors have contributed to the growing demand for nursery schools and kindergartens for children under six. Research studies have

shown the value of guided educational experiences during these early years. During the war, when an unusually large number of women took jobs away from home, nursery schools grew rapidly and demonstrated their usefulness. While some women have stopped working, the number of mothers employed outside the home is still sizeable. The increased birth rate during the war and postwar years has also given impetus to the development of nursery schools and kindergartens.

**Trends in High School Organization.**

During 1947-48 the regular four-year high school continued to lose ground in comparison with various types of reorganized schools. Of these reorganized types, the most notable gain has been scored by the senior high schools, which usually provide for education in grades ten through twelve. The number of such schools increased by 37.5 percent between 1938 and 1946.

Nevertheless, the total number of high schools decreased during this period. This decrease was attributable to the reduction in the number of regular four-year high schools, and to consolidation, which has brought about a marked reduction in the number of very small high schools. In 1938 there were 1,839 high schools in the United States with fewer than 25 pupils; in 1946 the number of schools in this category had declined to 1,209.

**The Growth of the Community College.**

The junior college (or, as it is increasingly coming to be called, the community college), an instrumentality for providing a thirteenth and fourteenth year of schooling, has made marked progress in the United States in recent years. The U.S. Office of Education reported 162,300 students enrolled in 246 public community colleges in the autumn of 1947. In several States, notably Illinois and New York, steps have been taken recently to provide more such colleges.

**Commission on Higher Education.**

During the year the President's Commission on Higher Education which was appointed by President Truman in 1946, issued a 418 page report in 6 volumes entitled *Higher Education for American Democracy*. The report called for a further nation-wide expansion in the number of free public community colleges. It envisaged the growth of institutions of higher education of all types to the point where all American youth could be provided with as much education as they could profitably use. On the basis of results on the Army General Classification Test and other widely used tests the Commission estimated that approximately half of the American population has the mental ability to utilize 14 years of schooling to good advantage, and that about one-third of the population has the ability "to complete an advanced liberal or specialized professional education."



A number of recommendations were made to eliminate the barriers which might prevent young people from getting the amount of education they could advantageously use. For example, the Commission recommended a Federal plan of scholarships and fellowships for college and university students and called for State legislation to remove arbitrary discriminatory practices in the admission policies of higher education institutions. Other notable recommendations of the Commission included the following: the development of comprehensive adult education programs in institutions of higher education; a unified educational organization in each State; provision of better programs for preparing college and university teachers; and Federal appropriations to assist publicly controlled institutions of higher education both for current expenses and for capital outlay.

During the year, partly as a result of the fact that large numbers of veterans were in colleges and universities under the provisions of the Servicemen's Readjustment Act of 1944, popularly called the GI Bill of Rights, enrollment in higher education institutions swelled to 2,338,226. The magnitude of the expansion which the President's Commission thinks desirable may be perceived from the fact that it envisages the possibility of enrollment being double this recordbreaking figure by 1960 if its recommendations should be followed.

#### **Reorganization of School Administration Units.**

The reduction in the number of small high schools was part of an overall movement towards larger attendance areas and administrative units in the rural areas of the United States. The forging of small local schools and attendance areas into larger ones through consolidation, involving the abandonment of many one-teacher schools, free transportation of pupils, and the construction of large, "modern" schools, continued during the year with accelerated momentum. There was, however, a trend toward more neighborhood schools for very small children, in part to avoid the necessity of their taking long bus trips.

Perhaps even more promising than the trend towards more suitable attendance areas was the trend toward more adequate units of school administration. Increasingly in a number of States small isolated units of school organization are being welded into larger ones capable of providing economically all of the educational services consonant with the needs of the present day. Typically these include: improved administrative services; a broader curriculum; supervisory and teacher education functions; coordination between the several types of schools within the enlarged district; medical and dental services; vocational training and work experiences; and special teachers capable of providing all of the types of training needed.

**Trends in Adult Education.**

During the year there were numerous indications of heightened interest in adult education. For example, a Gallup Poll taken July 7, 1947, showed 41 percent of all adults interested in participating in adult education activities, in comparison with 34 per cent who showed interest in December 1944, when a similar survey was made.

Enrollment in adult education programs expanded rapidly. In California enrollment in adult education courses was expected to reach the million mark, in comparison with 674,000 the previous year. New Jersey reported a 50 per cent increase in the number of community adult schools and a corresponding increase in enrollment. All but 35 villages in New York State now provide some kind of adult education program under public school auspices.

In most States policies governing the certification of adult education teachers are being liberalized, and an increasing number of teachers are being drawn from non-teaching fields. More opportunities are being provided for the professional training of adult education leaders. The 1948 summer sessions of 32 educational institutions are offering courses or workshops for adult educators. California has embarked on an extensive program of in-service training for its adult education leaders.

**Trends in School Administration.**

During the year two promising tendencies in school administration made further headway. The first of these might be called the democratization of the elementary school principalship. Over the past decade both school superintendents and principals have tended to become less authoritarian and to feel that their primary function is to provide group guidance and leadership. Superintendents are tending to delegate increasing responsibility to principals; in many school systems principals are called upon to advise with the superintendent and school board on matters pertaining to both policies and practice. Principals, in turn, are increasingly sharing their responsibilities with teachers, parents and even pupils. Teachers' committees are being asked to help deal with problems of organization, curriculum and in-service education. Parents are being called in when their help is needed. The views of pupils are frequently sought.

Further improvement of rural school supervision is a second notable development. Thirty-five of the 48 States now have rural school supervisors. Approximately half of the counties also employ supervisors. While their pre-service education is still not sufficiently functional, most supervisors are relatively well-trained people. In all but a few States the prerequisites for supervisory work are a minimum of 4 years of college education and 3 to 5 years of successful teaching experience.

## CURRICULA AND METHODS

**Evaluation of Secondary School Output.**

The 1947-48 school year witnessed a continuation of the never-ending effort to refine educational methods and adapt the curriculum more precisely to the needs of children and the demands of today. An interesting example of the way such progress is achieved in the American educational system is afforded by the work of the Cooperative Study of Secondary-School Standards. This Study was launched 15 years ago by the joint action of 6 regional agencies of colleges and secondary schools. It has been financed by funds from these agencies and from the General Education Board.

After 4 years of research the Study came forward with techniques by which a secondary school might 1) evaluate itself to ascertain how it was realizing its objectives; and 2) have its efficiency evaluated by a group of educational experts from outside the school system. More than 1,000 secondary schools have availed themselves of these techniques and brought their practices under scrutiny by both self-evaluation and committee evaluation. Many thousands more have evaluated their own program but have not sought an appraisal by others. Because interest in the project remains so high, as of January 1, 1948, the Cooperative Study embarked upon a 2-year program to improve its evaluation techniques.

**Zeal for Democracy.**

During the year the U.S. Office of Education, with the backing of the Congress of the United States, initiated a program to quicken interest in and loyalty to American democratic principles, traditions and institutions. Called Zeal for American Democracy, the program is intended to make pupils aware of things they might too easily take for granted: their democratic heritage and the rights and responsibilities of citizenship. The Office of Education will sponsor and encourage a better understanding of democracy. These will then be made available to State departments of education and local school systems for possible use in the schools.

**Making Pupils World-Minded.**

At the same time that they have been trying to inculcate a deeper appreciation of the advantages of citizenship in a free society, America's schools have been attempting to make their pupils world-minded. With the help of the Carnegie Corporation, the National Education Association has been spearheading an organized effort to help schools in this endeavour. A committee representative of several National Education Association departments concerned with the problem sought the advice of educators, news analysts and men in public affairs to help determine the concepts to be developed through instruction. A number of teachers were asked to submit accounts

of activities which helped pupils to acquire the attitudes, skills, understandings and behavior patterns of world-minded citizens. A manuscript embodying the suggestions thus collected was evaluated in 1947 in a number of university summer sessions for teachers, and has now been revised and published under the title *Education for International Understanding in American Schools*.

An effort is made to develop better international understanding even among young children. The 1946 Yearbook of the National Department of Elementary School Principals was devoted to the topic *Learning World Goodwill*. Principals from all parts of the United States contributed descriptions of studies pupils in their schools had made about children in other countries, or children in countries from which parents in the community had originally come.

Pupils in America's schools have carried on group correspondence through the Junior Red Cross with children from many countries and have sent Treasure Chests of Books, Red Cross gift boxes, and other types of gift boxes to war-devastated countries. A particularly interesting development has been the exchange of letters between youths in Germany and Austria and youths and even adults in this country. After the end of hostilities German youths began writing to various public and private agencies in the United States to seek assistance in establishing correspondence with American boys and girls. The letters showed such a sincere desire for contact with the outside world that the United States Government decided to encourage it. The Division of International Educational Relations of the U.S. Office of Education became the channel for distributing the letters, which have arrived in increasing numbers. The letters are distributed in response to requests which come to the Office of Education from teachers, schools, colleges, adult groups and individuals of all ages.

#### Life Adjustment Education.

One of the most notable developments

of the year in secondary education has been a widespread revival of interest in the reorganization of the curriculum. The goal is the development of a program which will serve the needs of all the students who now attend high school.

The high school curriculum was originally designed for the relatively small number of students who were going on to college—in most instances to prepare for the professions. Vocational programs designed to prepare youth for agriculture, trades and industry, the distributive occupations and home economics were developed parallel to this college preparatory program in some places. Now that upwards of two-thirds of all American youth attend secondary schools, neither a college preparatory curriculum nor vocational education suffices. Many students neither plan to attend college nor have any definite vocational goals for which they can prepare in high school.

To expedite the development of a curriculum suited to the needs of this vast body of students, the U.S. Commissioner of Education has appointed, from nominees suggested by nine voluntary national education organizations, a Commission on Life Adjustment Education for Youth. Many worthwhile efforts are now being made to meet the needs of youth destined neither for the professions nor the skilled trades and the Commission will concentrate its energies on stimulating the prompt and widespread adoption of these methods.

Another promising development at the secondary school level bears the provocative title, "Operation Atomic Vision". This project, sponsored by the National Association of Secondary-School Principals, is intended to help students of senior high schools to understand the constructive potentialities of atomic energy, provided effective agencies of control can be devised. A bulletin has been published which contains carefully selected excerpts from the growing literature about atomic energy, suggestions for stimulating community awareness of its significance for modern civilization, and a list of helpful books, pamphlets and audio-visual materials.

#### **Curriculum Changes**

##### **at the Elementary Level.**

For some years good elementary schools have been emphasizing programs built around the needs and interests of children, rather than formal subject matter divisions. New impetus was given to this trend in curriculum planning by the publication of a recent American Council on Education report, *Helping Teachers Understand Children*, and by a Leadership Conference held by the Division of Elementary Education of the U.S. Office of Education in June 1947. Representatives of 17 professional and educational organizations attended this conference. Though more than half of the representatives were from groups concerned with subject matter fields, there was unanimous agreement that an integrated elementary school program should be developed, centered around the needs of children, and that each organization should then decide what its subject matter field could contribute to such a program.

Even where subject matter organization is being retained, there is a tendency to group a number of subject matter fields together. For example, reading, language, spelling, and handwriting are called the "language arts"; history, geography, citizenship, and sometimes safety and practical arts, are grouped together as "social studies"; art, music, and literature are grouped as the "fine arts".

During the past decade science has assumed a place of increasing importance in the curriculum of elementary schools and, like other subjects, it has been more and more broadly defined. Instead of nature study, revolving around plants and animals, the naming of objects and the learning of facts, schools are now including materials from the entire physical science field. Emphasis is being put on learn-

ing generalizations and principles which pupils can use in solving actual problems encountered in their environment. Children are given opportunities to perform simple experiments themselves, and their learning is related wherever possible to their own experience.

### TEACHING STAFF

**Improvement of Status.** In the United States, as in every other country, the teacher is at the heart of the educational system. It is, therefore, highly constructive that much has been done during the year to improve teachers' working conditions and enhance their prestige.

Many States and countless communities have acted to increase salaries. In the country as a whole teachers' salaries increased on the average about \$300, or about 13 per cent, between the 1946-47 and the 1947-48 school years. The average pay of teachers is now in the neighborhood of \$2,550 a year. Salaries of course vary widely among the States and even in different areas of the same State, with rural teachers tending to earn less than their city colleagues.

During the year 18 States raised minimum salaries for teachers to more attractive levels, and 3 States enacted minimum salary laws for the first time. Several States have now met the standard advocated by the National Education Association of a \$2,400 minimum salary for beginning teachers who are college graduates and professionally prepared to teach. Maximum salary scales have also been increased in many places. Another encouraging development of the past year was the adoption in many communities of single salary schedules for elementary and high school teachers.

At least 25 States liberalized their retirement plans for teachers during the year; 4 States completely revised their teachers' retirement law. In many places action has also been taken to give teachers more secure tenure.

Perhaps as significant as these developments has been the tendency to relax restrictions on the personal lives of teachers. In some States and communities the ban on married women teaching has disappeared.

The further rise in the cost of living during the year completely offset the economic gains made by teachers in many cases. However, teachers had the satisfaction of knowing that society was beginning to awaken to their plight. The emphasis in informational material on the value of the services teachers render had a beneficent effect upon the morale of teachers themselves. In reflection of these developments, teachers turnover declined and many teachers who had taken work during the war years returned to the field. Enrollment in teacher education institutions increased somewhat. The

number of teachers who held only emergency teaching certificates declined from approximately 110,000 to slightly under 100,000.

Observers are agreed that the constructive trends of the year will have to carry a good deal further before teaching can hold or attract as many able people as are needed. Over the next 5 years some 500,000 young people must be recruited to replace inadequately prepared teachers, fill the gap left by normal turnover, and meet the needs of the 5 million additional children who will throng America's schools.

### AUXILIARY AND OUT-OF-SCHOOL SERVICES

#### **Health Education and Services.**

At both the elementary and secondary school levels there have been pronounced increases during the year in the attention given to health. Courses or units in health instruction have been introduced in many schools, and there has been increased provision for school health services. To meet the demand for teachers qualified to give health instruction there has been a growing amount of in-service training in the subject. Teacher education institutions are also putting increased emphasis on health education.

The medical profession has shown unprecedented interest in the health program of the schools. In October 1947, the American Medical Association, a private organization of physicians, sponsored a conference—to which representatives of medicine, public health and education were invited—on the place of the physician in the school health and physical education program.

#### **School Meals and Recreation.**

America's school lunch program, which plays an important role in safe-guarding pupils' health, continued in effect throughout the year. In 1947-48, about half of the public schools offering the program received financial assistance from the Federal Government; about 6 million children benefited.

During the year the schools also showed increased interest in recreation. More emphasis was placed on education and guidance in the use of leisure time. In the nursery school and kindergarten, and to a lesser extent at all educational levels, the play interests of children were used by the schools to further the mastery of academic subjects.

A survey revealed that the schools were showing markedly more interest than in 1943, the date of the last previous survey, in the provision of recreational services for the entire community. In some 250 American cities school systems have now assumed responsibility for operating community recreation programs.

**Guidance and Psychological Services.**

During the war and immediate postwar period little headway was made in extending guidance and psychological services in the schools. Recently, however, a great deal of progress has been evident. The general improvement in school conditions and the enactment of legislation making it possible for federal funds to be used for vocational guidance have both contributed to this development.

There has been a marked increase in the number of professional guidance workers employed in the schools. About one-sixth of all public schools now have a counselor or guidance official.

Guidance techniques developed during the war have been widely adopted by the schools during the year. For example, aptitude tests for differential predictions, based to a large extent on tests developed by the armed services, have been introduced into the testing programs of many schools. Another tendency stemming in part from wartime developments is the increased attention paid by counselors to the psychological aspects of problems brought to them.

**Education of Exceptional Children.**

Recent years have seen dramatic improvements in the education of children who deviate sufficiently from the normal in physical, mental, or emotional characteristics to require educational services different from those ordinarily provided in the schools. Modern educational philosophy emphasizes that insofar as possible such children should be part of regular classroom groups. Yet there are many pupils—perhaps 10 to 12 per cent of the entire school population—who require specialized instructional services for part or all of the school day.

Thirty-three States now provide educational services and supervision for exceptional children on a State-wide basis. Many States also offer financial aid to local communities for services to exceptional children. Five States initiated programs of this character during 1947, and many other States expanded existing programs. Increasing attention was paid during the year to the educational needs of home-bound and hospitalized children and to ways of serving handicapped children under the age of six.

**Exchange of Students and Teachers.**

A final educational development worthy of mention is the stepped-up planning for exchange of students, teachers and professors between the United States and other countries. The Fulbright Act, passed in 1946, will be particularly influential in stimulating the exchange of students and professors. The Act provides that funds of foreign countries acquired by the United States from the sale of surplus properties may be used to finance the activities of United States citizens in the



educational institutions of those countries. Funds may also be used to enable the nationals of those countries to attend American schools abroad and to pay for their travel to attend schools in the United States. The annual expenditure under this program is expected to reach 7 million dollars.

## URUGUAY

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*Introduction. — Primary Education. — Superannuation Terms. — Teachers for Adults. — Normal Schools Curricula. — Control Record Cards. — Additional Readers. — Salaries of Normal School Teachers. — Primary Education Estimates. — General Increase in Salaries. — Status of Private School Teachers. — Out-of-School Services. — Secondary Education. — Legislative Measures. — Qualification Committees. — School Textbooks. — Increase in Subsidies. — School Buildings. — Salary Scales. — Secondary Education Estimates. — Education for Industry. — Legislative Measures. — Structural Modifications. — Curriculum Modifications. — Improvement of Teachers' Status. — Health and Welfare in Industry. — Vocational Guidance.*

### INTRODUCTION

Uruguay's system of education allows almost complete autonomy to its various branches (National Council of Primary Education and Teacher Training, National Council of Secondary Education, Labour University and University Council). Urged by public opinion, which demanded better results from education, it was decided to adjust and to co-ordinate the different grades. Specialists from the various branches of education, under the supervision of the Ministry of Education and Social Welfare, are preparing new developments, which will shortly be completed. It is hoped thus to increase the efficiency of public education generally.

### PRIMARY EDUCATION

**Superannuation Terms.** As regards school legislation, a law modifying the superannuation terms for teachers has been approved. According to this law, after 25 years' activity, teachers will be guaranteed a pension amounting to their average salary during the last 5 years before retirement. Those who desire to keep up their professional activity will be able to continue teaching for an additional 5 years, with a 20% salary increase, providing they previously secure the approval of the Council of Education. Moreover, head

<sup>1</sup> From the report sent by the Ministry of Education and Social Welfare of Uruguay.

teachers and inspectors may again obtain a five years' prolongation with a further salary increase of 10%.

**Teachers for Adults.** Another law has been voted, according to which all posts of teachers for adults, under the jurisdiction of the Council for Primary Education and Teacher Training, will be filled by primary and secondary school teachers holding a diploma of a State institution.

**Normal Schools Curricula.** The teaching method curriculum for the seventh year in normal schools for the training of primary teachers has been enlarged to include the study of basic subjects (mother-tongue, reading and elocution, essay-writing, grammar, spelling and handwriting) in order to refresh the students' knowledge acquired in primary schools and in the first form of normal schools. A similar attempt made with mathematics has given very good results.

An open professorship in education and connected subjects has been inaugurated in normal schools, with the object of allowing students, independently of any systematic study, to keep in touch with important matters of further education, which may be useful in their professional training. Anybody who has achieved distinction in the cultural field may be authorized by the Council to lecture for this course.

**Control Record Cards.** A new series of record cards or forms (A, B, C, D, E, F,) for the supervision of State schools has been prepared by a committee of Inspectors and Teachers, and is already in use. These cards are intended for the objective recording of the work accomplished by: A) Teachers in special schools; B) Headteachers having no class; C) Headteachers with a class; D) Headteachers of schools with student teachers; E) Teachers on probation; F) Supply teachers. The Committee has given much care and thought to the preparation of these means of control, and believes that the Council of Primary Education and Teacher Training will thereby be in a better position to fulfil its task of selection and transference of teachers.

**Additional Readers.** As a result of the yearly competition for reading primers for the first grades in the primary schools, the Council has introduced new additional readers, for use during the first primary year and based on the ideo-visual method, which is most frequently used now for the teaching of reading in schools.

**Salaries of Normal School Teachers.** The salary scale contemplated for secondary teachers is to be extended to normal school teachers under the jurisdiction of the Council. For the latter,

it will mean a perceptible increase per hour of weekly course, because previously, their salaries were much inferior to those of secondary school teachers. As most of the normal school teachers are also teaching in secondary schools, the new salary scale takes into account their length of service in either type of school.

**Primary Education  
Estimates.**

The estimates for primary education have been considerably increased by Parliament. The previous budget allotted about \$13,500,000 for administration, salaries and expenditure. The new estimates raise the figure to \$17,500,000, an increase of \$4,000,000. Most of this will be required to cover the new salary increases.

**General Increase  
in Salaries.**

Mention should also be made of the recent national law increasing by \$30 the salaries of all State officials, an increment which will benefit both primary and normal school teachers.

**Status of Private School  
Teachers.**

The Council on Salaries, appointed by the executive authorities in 1946, has approved a decree fixing the salaries of the teaching, administrative and junior staffs of primary, secondary, art and other types of private schools. The teachers of secondary and preparatory schools will henceforth receive 12 pesos per month per weekly hour of teaching; primary teachers will receive a monthly salary of \$100 for four hours' teaching per day, and \$25 a month for every supplementary hour per day. In the case of reduced timetables, the monthly salaries will amount to \$30, \$60 and \$85 according to the daily hours of work. At the same time, the salaries of the administrative personnel have been raised according to a scale which varies with the different functions (laboratory, library, domestic or office personnel).

The headmasters of primary and secondary schools, or of schools where both types of education are imparted, will respectively receive monthly salaries amounting to \$200, \$250 or \$500. The decree also includes a very important scheme safeguarding the rights of the teaching and administrative staff.

**Out-of-School Services.**

In order that a larger number of school pupils from the provinces and the capital should benefit by the school canteens and by the free milk distribution, the tax on alcohol has been raised from 20 to 40% to increase the funds available for this purpose according to a law voted a few years ago. Thus the number of pupils benefiting by school canteens has doubled and has passed the 40,000 figure.

A psycho-pathological clinic has been added to the Malvin experimental school.

## SECONDARY EDUCATION

**Legislative Measures.** In the field of secondary education, important modifications have been enacted by new laws :

The High Schools of Pan de Azucar and of Villa Castillos, subsidised so far by the State, have been transformed into official High Schools.

An allowance of \$5000 has been granted to the Teachers' College of the Institute of Higher Education.

An allowance of \$10,000 has been provided to cover travelling expenses in Europe for students of architecture.

An allowance of \$10,000 has been granted to the Mercedes Students' Association for the organisation of the first Inland Students' Congress.

**Qualification Committees.** These Committees are composed of teachers with considerable teaching experience in secondary schools and their chairmen are secondary school inspectors. Such committees decide upon the qualifications required from teachers for the various levels of education and classify them in the relevant category, in accordance with the law on teachers' status.

**School Textbooks.** In conformity with a recently enacted law, secondary school textbooks are to be free, and 90,000 pesos have been spent on school books for the first secondary forms. A sum of \$15,000 was used for the purchase of handbooks for teachers. A competition has already been opened among publishers for supplying the second year textbooks. The Secondary School Inspectorate is engaged in enquiring into the question of the single and gratuitous textbook, taking into account the present needs and the principle of independent textbooks.

**Increase in Subsidies.** A scheme proposing to increase the estimates for people's high schools was submitted for the approval of Parliament and seems likely to be adopted. The subsidy granted to these would rise from \$20,000 to \$50,000 and would thus allow the development of people's high schools with both day and evening courses in the inland districts.

**School Buildings.**

During the past year, the executive authorities have pursued their policy of building secondary schools, as previously launched. Very beautiful high schools have been erected inland. Real estate has been acquired in the capital and elsewhere for the same purpose.

**Salary Scales.**

Scales establishing various categories for the salaries of secondary school teachers have been prepared by the authorities and will soon come up for debate in Parliament. This scheme, which involves a considerably better standard for the teachers, provides for categories graded according to the number of years of service and the number of working hours per week. It also takes into account the fact that certain teachers may fulfil other duties besides their teaching activity. In such cases, only the number of teaching hours varies, the working hour salary remaining the same. The salaries amount respectively to \$21, 23, 24, 27, 34 and 45 per weekly hour of teaching, with a maximum number of hours varying between 10 (1st category) and 18 (3rd and 4th categories).

**Secondary Education  
Estimates.**

In addition to the increase in secondary school teachers' salaries, the total amount of which will jump from \$1,900,000 to \$3,484,000, Parliament will also have to vote on a budget increase of \$1,400,000 for other items concerning secondary education. Previously, the total estimates amounted to slightly under 3 million dollars.

## EDUCATION FOR INDUSTRY

**Legislative Measures.**

Up to 1942, education for industry was under the authority of the General Board for Industrial Education. Later called the Labour University of Uruguay, it is now undergoing a new change of designation. In fact, the draft of a law, which has already been approved by one of the Houses, proposes to call it simply Education for Industry. The latter designation will have the advantage of rendering the true meaning, for it is not university education.

**Structural Modifications.**

An important reform has been carried out in the structure of education for industry, the duration of which has been standardised. Up to the present, studies have lasted 3 to 4 years, according to the sections. No selection was made for admission to the trade schools, nor to the specialised sections. In future, studies will be completed in three years in almost every section. To gain admittance (except in the specialised sections), pupils must

have completed the 6th primary grade (3rd rural class in agricultural schools). To gain admittance to the specialised schools (forestry, citrus culture, dairying, electrotechnics, naval engineering, etc.), candidates must have successfully completed the 4th form of a secondary school.

**Curriculum Modifications.** The standardisation of the length of vocational training studies will certainly necessitate modifications in the curricula and methods :

a) The building of models solely for the purpose of experimenting will be replaced by practical and useful work.

b) New subjects, more in the line with general culture, have been introduced. These include the study of the mother tongue, hygiene, child care, history of science and industry, industrial welfare and hygiene, technology and citizenship.

c) Apprenticeship will become more experimental, through the use of units or projects, as frequently as possible.

d) Technological courses will be given, whenever feasible in workshops, in order to create the necessary relationship between knowledge and its practical application.

e) The third year pupils will be paid for the work accomplished by them under supervision, either in State workshops or in private ones.

**Improvements of Teachers' Status.** Parliament is at present examining the new education for industry estimates, which will be increased from \$2,000,000 to \$3,762,360, of which \$1,500,000 will be used for increases in salaries of both teaching and administrative staffs, who will moreover enjoy the following advantages :

a) Shorter hours for teachers, on account of the intense effort required of them.

b) Increase from 25% to 35% of salary per hour of teaching.

c) Suppression of the various categories, teachers in future to be classified as primary or secondary teachers only.

d) Increase of about 100% in the membership of both teaching and administrative staff.

Masters and professors will continue to be appointed by means of competitive examinations, according to the existing law. Summer schools with refresher courses will be organised for in-service teachers as long as the regular courses for vocational training teachers are not yet available.

**Health and Welfare in Industry.** Great importance is attached to the courses of safety in industry, tending to develop health and welfare in industry and to avoid casualties. A course on this subject has recently been added to the curriculum of the Labour University.

**Vocational Guidance.** The Psychotechnical Institute plays a prominent part in the field of industrial education, by making it possible to discover the abilities and the vocation of pupils and to organise a more objective vocational choice based on scientific principles.



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(Continued overleaf)

In pre-war Poland, which had a population of 35 million, there were 28 higher schools with 93 departments attended by 48,000 students. In 1945-1946, there were in Poland 30 higher schools with 107 departments and 56,000 students; in 1946-1947, there were 35 schools with 124 departments and 85,000 students, and in 1947-1948, 39 schools with 138 departments and 93,000 students.

Important changes have likewise taken place in the type of studies chosen by the young people. In 1937-1938, the students of departments giving practical training and of higher vocational schools represented 44% of the student population, whereas in 1947-1948, they represented 63%.

Among the other changes occurring during the same period, mention should be made of the increase in the number of students from the working and peasant class, due to the material aid given by the State, and the increase in the number of women students (28% in 1937-1938, 36% in 1947-1948). Before the war, out of 1000 pupils in the first primary class, the university was attended by 350 students belonging to families of large landowners, 4 from workers' families, 2.4 from peasants and 1.5 from agricultural workers. In 1947-1948, in the first year of higher learning, 40% of the students belonged to the working and peasant class.

Nevertheless, the Polish higher schools are not able to admit all candidates wishing to attend, and they will not be able to furnish all the specialists required by the national economy within the next few years. Great difficulties are encountered in organising libraries and laboratories, and the supply of professors is not sufficient. Progress should, however, be noted. In 1945-1946, 221 laboratories (out of 1289) were closed and 430 chairs unfilled (out of 1412); in 1947-1948, there were 124 laboratories closed (out of 1638) and 264 chairs vacant (out of 1612).

#### **Adult Education.**

After the war, systematic education for adults was organised in numerous primary and secondary schools. In 1945-1946, there were 165,000 adult pupils in primary schools, and in 1947-1948, more than 200,000. In secondary schools, the number of adults for the same period was respectively 35,000 and 53,000.

Instruction is likewise given in popular universities, in institutions for social work, in music, song and theatre centres, in reading rooms, etc. There are already several thousand of these institutions and they continue to increase.

#### **Libraries.**

In the reconstruction of libraries, it was possible by 1947-1948 to attain 40% of the pre-war number of school libraries and 46% of that of communal libraries. The libraries in higher schools contain 11 million volumes. These are published mainly by State publishing houses and co-operatives while textbooks

are published by State textbook firms. The State firms producing teaching aids began their activity in 1947-1948.

#### **Child and Youth Welfare.**

In 1947-1948, the Ministry of Education provided social welfare assistance to two and a half million children and pupils between 3 and 18 years of age, or a third of the pre-school and school population and more than 10% of the total population. The Ministry devotes 25% of its budget to this purpose.

School authorities establish special schools for deaf and dumb, blind, backward, crippled and delicate children. They organise orphanages, convalescent and rest homes for children in poor health, as well as holiday camps, reading rooms, etc. There are at present 700 orphanages, 58 convalescent and rest homes, 1000 clubs and reading rooms attended by 80,000 children, and 800 boarding establishments with 250,000 pupils. In addition, 70,000 orphans have been placed in families. There were 900,000 children in holiday camps. A million and a half children receive supplementary free meals.

#### **Conclusion.**

The principal accomplishments of the Ministry of Education during the school year 1947-1948, may be summarized as follows: Despite a 33% population decrease, the number of pupils at all levels of education, from the infant school to the university, has exceeded the pre-war figure.

School authorities have succeeded in providing a programme of supplementary primary and secondary instruction for almost all boys and girls who were not able to attend schools during the occupation and who were obliged to make up for lost time.

Since the rule of the privileged classes has been broken, studies at all levels have been open to everyone, and sons and daughters of workers have been able to attend secondary and higher schools in greater numbers.

Contemporary Poland has likewise taken several steps forward in eliminating discrimination against women, which was widespread in the field of education. In 1947-1948, there were already as many girls as boys in secondary schools, and in higher schools the number of girl students has risen from 28% to 36% of the total number enrolled.

A great change has come about in the choice of studies made by pupils as they leave primary schools. The schools benefitting thereby are vocational schools which train young people for a practical life and for the needs of the country's new economic structure.

The systematic teaching of adults in primary and secondary schools, as well as other forms of cultural activity, continues to develop.

During 1947-1948, social welfare, which constitutes one of the great tasks of the Ministry of Education, was able to extend its

services to two and a half million children and pupils from 3 to 18 years of age, or to one third of all young people of pre-school and school age.

The educational progress thus attained would not have been possible without fundamental changes in the structure of social, economic and political life. The agrarian reform and the nationalization of big business and that of moderate sized firms have enabled the Polish State to undertake an extensive co-ordinated action on a national scale, suited to the interests of the entire nation.

The development of education has been largely facilitated by the nationalization of schools, by the progressive transformation of secondary private schools to secondary public schools and by extending free schooling to establishments at all levels.

The strengthening and improvement of the single school system have enabled pupils coming from all types of schools to proceed to *higher education*. *Where necessary, for the children of less privileged families, preparatory classes for secondary schools and for almost all higher schools have been established.*

The secondary school system, established after the war, has been adapted to working class population centres. The State organises and maintains boarding establishments for secondary schools teaching general subjects and for vocational schools. Attached to higher schools there are student homes, to which priority is given to young men and women students from the working and peasant class. These young people may also receive scholarships.

The development of education in modern Poland is the result of a consistent cultural policy aiming at securing access for the entire population to all levels of instruction, and at furthering the social progress of worker and peasant youth, who did not formerly enjoy social justice.

## PORTUGAL

### EDUCATIONAL DEVELOPMENTS IN 1947-1948 <sup>1</sup>

*General Remarks. — Primary Education. — Construction of Schools. — School Savings Banks and Canteens. — Normal Schools. — Vocational Training. — Implementing the Reform. — Vocational Initiation. — Teacher Training. — Teacher Recruitment. — School Buildings. — Scientific Research and Cultural Exchanges. — The Institute for Higher Studies. — Research Scholarships. — Study A broad. — Scientific Research in the Colonies. — Study Centres. — Scholarships for Artists. — Cultural Relations.*

**General Remarks.** The activity of the Portuguese Ministry of National Education during the year 1947-1948 is chiefly noticeable for the following facts: (a) Primary education: persistence of an effort reflected at each level of the population and felt throughout the whole of the national territory, as far as the humblest villages, with a view to attaining perfect efficiency in the respective services, both as regards the number, training and activity of the institutions and as regards the maintenance and equipment of schools; (b) Secondary education: application of the reform decreed in 1947 and mentioned in the report presented to the last International Conference on Public Education; (c) Vocational training: implementing the reform arising from the law voted by the National Assembly in 1947; the extent and complexity of this reform, which covers commercial, industrial and agricultural education, at elementary and intermediate levels, have necessitated the drafting of extensive statutes and regulations; (d) Higher education: planning reforms for the Faculty of Medicine and for the Higher Schools of Engineering; study of the foundations on which to set up the Higher Institute of Educational Sciences, which is to be created at Coimbra, seat of the old Portuguese University and of the Normal High School; finally, development of scientific investigation and of cultural exchanges with other countries.

### PRIMARY EDUCATION

**Construction of Schools.** During the year 1947, a strong impetus was given to the execution of the "Centenaries Plan" approved by decree of the President of the Council, 15th July, 1941, and which

<sup>1</sup> From the report presented to the XIth International Conference on Public Education by Dr. J. FERREIRA DE ALMEIDA, delegate of Portugal.